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1 INTRODUCTION

Under section 5.11 of the Child and Adult Protective Services (CAPS) project request for proposal, Northrop Grumman is required to conduct and deliver an annual training needs survey and assessment. In compliance with this requirement, Northrop Grumman has compiled this document, which evaluates past training accomplishments and methods, the current needs of system users, and any known future conditions that may impact the users and the system training they receive. Also discussed are new possibilities and suggestions for training in the next year and Northrop Grumman's recommendations on how best to meet these training needs. This yearly training needs assessment is an invaluable tool that can be used to maintain a relevant, effective training program for all CAPS and OPM (Operation Protect Montana) users.

To determine the training needs for the year 2011, the CAPS trainer has incorporated comments and suggestions from the sources listed below:

- Training evaluations
 - Training evaluations are solicited from trainees subsequent to all training sessions. Training evaluations are very useful for determining changes to the training agenda and training methods. Appendices A and B detail the training evaluations for new employee training sessions and advanced training sessions. Please note that the "sections" referenced on this evaluation will vary depending on the type of training (CPS Specialist vs. licensing, etc.)
- Observation of CAPS workers in training.
- Help Desk communications and PVCS Tracker documentation.
- 2010 Training Needs Assessment Survey.

Section 7, near the end of this training needs assessment, contains a broad recommendation given to encompass the major goals for the coming year. This recommendation is submitted to initiate both discussion and action for the modification of training to best meet the needs of users.

2 STATUS OF CURRENT AND FUTURE TRAINING

New employee training is designed for all new employees who will use the CAPS system. This includes CPS Specialists, juvenile probation and parole officers, provider licensing staff, tribal staff and central office staff. Administrative assistants also receive new employee training based on the area of the system with which they will be most closely associated.

New employee training is currently divided into five separate modules: CPS Specialist (intake and intervention), Provider Licensing, Juvenile Probation and Parole, Centralized Intake, and Transitional Living Specialist. Subsections 2.1 through 2.5 detail the specifics of each new employee training module. Appendices C, D, E, F and G detail the current course agendas for each module.

New employee training consists of lectures, PowerPoint presentations, live system demonstrations and hands-on exercises. All trainees are expected to review a pre-training guide that is distributed no later than two weeks prior to their scheduled training session. This pre-training guide contains basic concepts used throughout the CAPS system and is intended only as an introduction to CAPS, helping workers to gain an understanding of the functional foundation on which the CAPS system is built. Appendix H contains the pre-training guide that trainees received during the 2010 training year and will continue to receive during the 2011 training year.

Training exercises are entered into a training database, which allows trainees the freedom to practice without the worry of making errors that can't be easily corrected. The CAPS trainer continues to develop and maintain both training databases, providing trainees with more realistic case history and scenarios. The training databases, and the exercises that trainees complete, are constantly updated to reflect any changes made to CAPS system functionality.

The information presented in lecture format is enhanced with both PowerPoint and, occasionally, "live" system demonstrations. The ability to disseminate information both verbally and graphically allows the trainer to make a more dynamic presentation by showing trainees actual screen layouts and functionality, along with specific case data.

Workers attending the new employee training sessions are provided with a training guide that is specific to the module they are attending as well as a keyboard template that identifies the unique keyboard functions used in the CAPS system.

The new employee training sessions continue to be a successful and integral part of CAPS system training. With a combination of lectures, hands-on exercises, worksheets, educational games, and activities, the training sessions present CAPS system information in a manner that is easily assimilated and applicable to all adult learning styles.

2.1 Child Protective Services (CPS) Specialist

Seven CPS Specialist training sessions were conducted in 2010. Sessions that were scheduled in January, April, August and November were canceled due to lack of registrations. All seven sessions were held in the DPHHS Training Center in Helena. These sessions were intended for CPS Specialists and the administrative staff who assist them. There were a total of 41 workers who attended these training sessions. CPS Specialist training sessions lasted four days. During these sessions, specific policy was not addressed.

There are twelve CPS Specialist training sessions scheduled for 2011. These training sessions are scheduled once each month.

2.2 Juvenile Probation and Parole

No juvenile probation and parole training sessions were conducted in 2010. These sessions are intended for juvenile probation officers, parole officers, institution staff and the administrative staff who assist them. Juvenile probation and parole training sessions last for two days. During these sessions, specific policy is not addressed.

For 2011, juvenile probation and parole training sessions have not been scheduled on a regular basis, but will continue to be scheduled on an “as requested” basis. This is due to the fact that juvenile probation and parole have discontinued their use of the CAPS system for the majority of their case management data entry. These workers do continue to use the CAPS system for entry of any paid placements, payable services and payment approvals.

2.3 Provider Licensing

Three provider licensing training sessions were conducted in 2010. Two sessions that were scheduled in February and May were canceled due to lack of registrations. All three sessions were held in the DPHHS Training Center in Helena. These sessions were intended for all provider licensing workers (foster care, adoption and community residential) and the administrative staff who assist them. There were a total of nine workers who attended these training sessions. Provider licensing training sessions lasted two and one half days. During these sessions, specific policy was not addressed.

For 2011, provider licensing training sessions have been scheduled once every three months for a total of four sessions throughout the year. Provider licensing training sessions are scheduled for February, May, August and November.

2.4 Centralized Intake

One Centralized Intake training session was conducted in 2010. This session was held in the DPHHS Training Center in Helena. This session was designed specifically to focus on the areas of the system used by Centralized Intake Unit staff. Centralized Intake workers do not have

update access to the majority of the CAPS screens and, therefore, it is unnecessary to have them attend the entire regular CPS Specialist training session. There was one worker who attended this training session. The Centralized Intake training session lasted one and one half days. During this session, specific policy was not addressed.

For 2011, Centralized Intake training sessions have not been scheduled on a regular basis, but will continue to be scheduled on an “as requested” basis as new workers in the unit are hired and training is needed.

2.5 Transitional Living Specialist

One Transitional Living Specialist training session was conducted in 2010. This session was held in the DPHHS Training Center in Helena. This session was intended for all Transitional Living Specialist and supervisor staff within DPHHS and the tribes. There were 13 workers who attended this training session. Transitional Living Specialist training sessions typically last one and one half days and specific policy is not addressed. However, this particular session focused on the new TLS service codes and the NYTD survey and lasted for four hours.

For 2011, Transitional Living Specialist training sessions have not been scheduled on a regular basis, but will continue to be scheduled on an “as requested” basis as new workers are hired and training is needed.

2.6 Tribal Workers and Central Office Workers

Tribal workers and central office workers who desire training are invited to attend any training session that pertains to their area of expertise. Requests have been made in the past to design training sessions geared specifically toward certain areas of the system for central office staff and the CAPS trainer will continue to make every effort to meet the training needs of these groups.

2.7 Ergonomics Training

Joe McAnally, Safety and Security Officer with DPHHS, has continued to provide a 30-minute presentation on office ergonomics at all new employee training sessions (with the exception of juvenile probation and parole.) Trainees are shown proper workstation setup, along with information on how to properly sit and use the computer ergonomically. Trainees are presented with information on carpal tunnel syndrome and different methods to avoid it, such as exercises, micro-breaks and working breaks. Trainees are also provided with handouts to take back to their office, along with information on how to request an evaluation of their personal workstation. As the Security Officer, Joe also informs workers that he is the individual they would most likely be working with should they encounter a security problem on the job. Ergonomics training is scheduled to continue during new employee training sessions throughout 2011.

2.8 Data Quality Training

During 2010, data quality training was provided during a few CAPS training sessions. Lou Walters, DPHHS CAPS Liaison, presented this training. Both the CAPS trainer and DPHHS Central Office staff believe it is important for all system users, not only new employees, to understand how the information they enter into the CAPS system is used. Several examples are provided that show the importance of timely and accurate case information entry and how that information is used by supervisors, regional administrators, central office administration and in both state and federal reporting. Data quality training is scheduled to continue during new employee and advanced training sessions throughout 2011.

2.9 Specialized Training

During 2010, three specialized training sessions were conducted. Specialized training sessions are scheduled when certain groups of workers, who do not need to attend a regular training session, require training on certain areas of the CAPS system. Subsections 2.9.1 through 2.9.3 provide information on these sessions.

2.9.1 Central Office Financial

On January 29, 2010, a special training session was conducted for three employees with Fiscal Bureau in Central Office. This session was conducted at the Northrop Grumman office in Helena. Information covered during this training included CAPS service, placement and financial screens.

2.9.2 FRS Conference

On March 31, 2010, a special training session was conducted for all FRS workers at their annual conference. This session was conducted at the Holiday Inn Downtown in Helena. Information covered during this training included the new license association field on the Placement Detail (PLAD) screen, along with tips on renewing licenses versus adding a new license.

2.9.3 Supervisor Meeting

On August 5, 2010, a special training session was conducted for all supervisors and regional administrators at their quarterly supervisor meeting. This session was conducted at the Holiday Inn Downtown in Helena. Information covered during this training included the new placement change/discharge flag and exit reasons on the Placement Detail (PLAD) screen, and reminders about the license association history and placement status changes.

2.10 Advanced Training

One advanced training session (CPS Specialist) was held during the 2010 training year. Two scheduled sessions for CPS Specialists and three scheduled sessions for provider licensing were canceled due to lack of registrations. A total of two employees participated in this session. This

advanced training session was one day and covered a wide variety of system issues. There are six advanced training sessions scheduled during 2011. Advanced CPS Specialist and provider licensing sessions are scheduled in March, June and September.

2.11 Regional Policy Meetings

The CAPS trainer was not asked to provide CAPS training information during regional policy meetings in 2010. If requested by the Department, the CAPS trainer would be available to provide additional CAPS information during the regional policy meetings in 2011. There are two very good reasons why participating in the regional meetings would be valuable:

- All employees are required to attend a regional policy meeting, so providing the option of receiving some advanced or “refresher” system training during this time eliminates the need for additional travel for staff.
- Because most of the data entry made into CAPS is directly tied to policy and federal reporting requirements, this provides an opportunity to make those ties more apparent and to stress the importance of timeliness of entry and information quality.

A question related to CAPS information being presented during the regional policy meetings was included in this year’s survey. Please refer to Section 5.8 for additional information.

2.12 DPHHS Training Center

The majority of 2010 CAPS training sessions were conducted in the DPHHS Training Center at 2800 Airport Road in Helena. The DPHHS Training Center includes two separate (one small and one large) training rooms, with a “break room” divider in between. This allows two training sessions to be conducted at the same time without either interrupting the other session. This location is ideal for those training sessions that require workers to log on to computers for hands-on practice in the training database environment. There have been occasions for certain specialized training sessions where there were not a large number of participants or hands-on practice was not necessary. In these situations, sessions have been held in Northrop Grumman, or other State office, conference rooms.

All 2011 training sessions are scheduled to take place in the DPHHS Training Center in Helena.

One major concern regarding the training center continues to be the lack of air conditioning. This becomes an even bigger issue when there are two training sessions taking place, as it is necessary to close the door to the small (north side) training room. The combination of computers, laptops, projectors and several participants in a room with no air conditioning makes the learning environment almost unbearable at times. The Department has been very helpful in supplying fans and swamp coolers for the rooms but, often, these aren’t enough. There is no water supply immediate to the training room and many of the rollers are broken, making filling the swamp coolers a painstaking and time-consuming process. It continues to be the recommendation of the CAPS trainer for the Department to consider installing a small window unit (similar to the one located in the SABHRS training room) to help remedy the situation.

The CAPS trainer would like the Department to consider purchasing a small microwave and “dorm style” refrigerator for use by training participants. Often, trainees bring leftovers from lunch back to the training room, they bring their own beverages, or they wish to eat lunch in the training room, and there is no way to heat items or store leftover food items. It would be the responsibility of the CAPS trainer to ensure that the refrigerator and microwave are cleaned out regularly during scheduled CAPS training dates.

The CAPS trainer would like the Department to consider placing a bottled water unit in the training room. Currently, there is only a wall drinking fountain in the hallway of the training facility. This water is not very cold and does not taste very good. Providing something as simple as a cold glass of fresh water goes a long way in ensuring the satisfaction of training participants.

Finally, the CAPS trainer would like the Department to be aware that, on several occasions, the bathrooms were without hand soap, paper towels or extra rolls of toilet paper. It would be the recommendation of the CAPS trainer that these items be checked and replenished by maintenance staff on a regular basis and/or a supply cabinet made available to the trainers so that they may be refilled during training sessions, if necessary.

3 COMMUNICATION TECHNIQUES

Several methods are used to disseminate information to CAPS system users. All have their benefits and their continued use is recommended. These methods are outlined in sections 3.1 through 3.5

3.1 Online Field and Screen Help

The DPHHS CAPS Computer Systems Specialist and the DPHHS CAPS Business Analyst update the CAPS online field and screen help. In the past, field and screen help has also been written with the assistance of the Program Improvement Group (PIG). The need for updating both field and screen help continues, as this method serves as an immediate help to the worker filling out the screen. It is a valuable tool for workers who may not have received training on a recent change or enhancement. Field and screen help, if kept current, will continue to be a necessary communication technique.

3.2 Main Menu Update Field

Workers can access information about major updates, changes and critical system issues through the help field on the Main Menu screen. This field has proven to be a very useful way of notifying CAPS system users of changes to screens, functions or procedures in CAPS, and allows for a location to maintain this information over a period of time. Placing these updates directly on the CAPS Main Menu ensures that all workers have access to information about these changes. The Main Menu update field contains a short history of recent system changes, and allows workers to access the information quickly and easily. The Main Menu update field is discussed in new employee training sessions and reminders about this important feature are also made during advanced and specialized training sessions.

3.3 Outlook E-Mail Notifications

When major system changes are implemented, the DPHHS CAPS Computer Systems Specialist or the DPHHS CAPS Business Analyst typically sends out a brief e-mail to all affected staff. These messages detail the changes and direct workers to the Main Menu notification field or the CAPS training website for further information.

3.4 CAPS Training Website

Workers can access details about CAPS training, the CAPS system, and other information using the CAPS training website. This website is accessible only to departmental staff. CAPS and TEAMS (The Economic Assistance Management System) are the only systems that currently have an active training website for workers who use those systems.

Currently, the only drawback to the training website is that it is inaccessible (due to firewall issues) to any workers who are not part of the State network. This includes tribal workers and

contract staff. In the past, this hasn't been a significant issue, but it is one that continues to present itself on occasion.

The CAPS training website currently contains the following information:

- CAPS Training Schedule – workers can see all scheduled training sessions for the year and whether sessions have been canceled. Workers can register for training sessions electronically using an e-mail link that is provided.
- E-mail links to the CAPS trainer, the CAPS Help Desk and the DPHHS Help Desk.
- Training Documentation – includes updated training guides and training handouts for CPS Specialists, provider licensing workers, juvenile probation and parole workers, Centralized Intake workers and Transitional Living Specialists. Also included are the in-state and out-of-state provider rate lists and a list of all CAPS service code definitions.
- Alphabetized Screen Guides – includes a color screen print and a brief description of each screen in the CAPS system.
- Categorized Report Guides – includes a screen layout of different reports produced by CAPS and the extract criteria used by each report.
- The most recent Training Needs Assessment Survey – includes the ability to electronically submit the survey response directly to the CAPS trainer, and a location to post the results of the survey and the annual needs assessment document submitted to the Department.
- System Enhancements – includes training information on major enhancements made to the CAPS systems. Information may include documentation, screen prints, PowerPoint presentations or Captivate demonstrations (for additional information on Captivate, see section 3.5.)
- Links to other websites – currently included are the State of Montana website, Public Assistance Toolkit, Public Health and Human Services, Child & Family Services, Corrections, Public Assistance, Child Support, the State Employee Phone Directory and the TEAMS training website.

3.5 ELearning (Computer-Based Training/Captivate)

Using a tool called Captivate, the CAPS trainer can “record” a process as a computer-based demonstration and add notes or comments. This demonstration can be e-mailed to workers and/or placed on the training website. Workers can watch a demonstration of the process in “full motion”. This tool is a very effective training method, and adds much more than documentation alone. Workers can view the demonstration as many times as needed – pausing, rewinding, or forwarding as necessary. ELearning presentations allow for basic classroom-type training without the classroom. In the past, these Captivate demonstrations have been more “presentation” in nature and have not included any worker interaction. However, Captivate does have the capability to include questions and/or exercises that the workers could complete after viewing the presentation. This would be a very informal process (not graded), but would allow the worker to gauge his or her own understanding of the material being presented.

4 INFORMATION GATHERING TECHNIQUES

Several techniques are used to gather information for both the annual Training Needs Assessment and the continuous development and delivery of CAPS system training. These techniques are outlined in sections 4.1 through 4.4.

4.1 Help Desk Calls

The CAPS Help Desk staff is in constant communication with the field workers. Therefore, they are an invaluable resource to help the CAPS trainer determine the trouble spots among the workers. This information helps the trainer determine what topics need additional emphasis in new employee training sessions. In preparation for the advanced and regional policy training sessions scheduled for the 2011 training year, the CAPS trainer will gather current information from the Help Desk and suggest these topics as possible training agenda items to the Department.

4.2 Tracker

All problem reports that are called into the CAPS Help Desk are recorded in a database called Tracker. Tracker is another excellent resource to help the CAPS trainer determine any specific areas throughout the systems that need additional focus. Quite often, the issue is not a system problem at all, but a misunderstanding of a process or a request for clarification on the correct procedures for performing certain system functions. Areas that appear to have prevalent problems may also be suggested to the Department as possible agenda items for the advanced and regional policy training sessions.

4.3 Training Evaluations

Training evaluations help the CAPS trainer structure the training to meet the needs of the workers attending the sessions. These evaluations are also used as a checkpoint for the current state of training, providing the CAPS trainer with pertinent information.

Training evaluations are distributed to all workers attending either new employee or advanced CAPS training sessions. The evaluation for new employee sessions includes a “pre-training” evaluation question. Before the start of each training session, workers are asked to identify what they expect to learn or do differently than they do presently with regards to the CAPS systems. At the end of the session, workers are then asked to gauge how the course compared with their original expectations. Workers are also asked to identify their “comfort level” with each section covered during their specific training session, and if they feel they will be able to use the information immediately upon returning to their office. They are given the choices of “Yes”, “Yes with Support” or “No”. General comment space is also provided to give workers a place to identify how a particular section might be improved with regards to the lecture, PowerPoint presentation, the training materials or the hands-on exercises. The new employee CAPS training evaluation form can be found in Appendix A.

Because the agenda for advanced training sessions varies, the standard evaluation form used in the new employee training sessions does not apply. Rather than being asked to comment on each section, workers are asked to comment on the usefulness of the topics chosen, the time allotted to each topic, the usefulness of any handouts or documentation, and to give a “grade” to the training session. This evaluation form helps the CAPS trainer to adjust the advanced training sessions as necessary, based on the comments provided by workers attending those sessions. The advanced CAPS training evaluation form can be found in Appendix B.

4.4 Training Needs Assessment Survey

In January of 2011, the Training Needs Assessment Survey was posted on the CAPS training website. The DPHHS CAPS Computer Systems Specialist sent notification of the survey via e-mail to DPHHS-CFSD workers in all regions, tribal social services workers, and Central Office workers. Workers were given two weeks to complete the survey and return it electronically to the CAPS trainer. Workers were also provided with a hard copy of the survey in the event that they were unable to access the training website, or their preference was to return a paper survey.

Section 5 details the responses for the questions posed on the 2010 Training Needs Assessment Survey. Please note that some questions allowed for more than one response.

5 2010 TRAINING NEEDS ASSESSMENT SURVEY

The following section details the questions that were asked in the 2010 Training Needs Assessment Survey along with the responses that were received.

It is estimated that approximately 460 workers who use the CAPS system were invited to complete and return a survey. This year saw, once again, a very good rate of return with a total of 108 responses. This constitutes a return of 23%.

Survey response totals by **AGENCY AFFILIATION**:

Child Protective Services (Field Staff)	95
Child Protective Services (Central Office)	13
Tribal Social Services/Contractor/Other	0

Survey response totals by **STAFF TYPE**:

Administrative Support	8
Case Aid	1
Centralized Intake	2
Central Office (all staff)	13
CPS Specialist	51
Family Group Conference Coordinator	1
Fiscal Officer	2
Licensing Worker	10
Other	1
Permanency Plan Specialist	0
Program Assessment Specialist	1
Regional Administrator	1
Supervisor	14
Transitional Living Specialist	3

Survey response totals by **PHYSICAL LOCATION** (percentage is based on estimated number of workers in each region):

REG 1	REG 2	REG 3	REG 4	REG 5	CO	TRIBAL
11	13	26	22	23	13	1
11%	12%	24%	20%	21%	12%	0%

Survey response totals by **YEAR OF HIRE**:

Prior 2006	2006	2007	2008	2009	2010	2011
60	9	7	12	4	16	0

5.1 Survey Question #1

Do you know how to register for CAPS training sessions?

Ninety-nine (92%) workers responded that they did know how to register for CAPS training sessions. Nine (8%) workers responded that they did not know how to register for CAPS training sessions.

5.2 Survey Question #2

Child and Family Services policy states that new employees are required to attend CAPS system training within six (6) months of hire. Were you able to attend CAPS system training within that timeframe?

Ninety-two (85%) workers responded that they did receive CAPS system training within six months of their hire date. Sixteen workers (15%) responded that they did not receive CAPS system training within six months of their hire date.

5.3 Survey Question #3

How long do you feel a worker should be at their job prior to attending CAPS training?

Fifty-nine (55%) workers responded that they felt someone should attend CAPS training within 1 week – 1 month of their hire date. Thirty-seven (34%) workers felt someone should be at their job 1 month – 2 months, ten (9%) workers felt someone should be at their job 3 months – 4 months and two (2%) workers felt someone should be at their job 5 months – 6 months prior to attending CAPS training.

The CAPS trainer believes workers should have an appropriate amount of time on the job prior to coming to CAPS system training. This allows them to obtain a feel for what their job entails so they are better able to relate their job tasks to the specific areas of the CAPS system. There is no set definition of “appropriate amount of time”, however, there have been instances when workers have attended training within the first week or two of hire and the CAPS trainer believes this is too soon. While it is never too late to receive training, the CAPS trainer also believes that workers should attend training within the first one to two months of hire. This allows them to learn how to enter data into the system the correct way and avoid learning bad habits or obtaining inaccurate information about how to enter data from other resources.

5.4 Survey Question #4

Training on other programs such as Word, Excel and Outlook are available via the DPHHS OURS website and other means. Have you requested or utilized this training?

Eighteen (17%) workers responded that they have requested training on additional programs. Ninety workers (83%) responded that they have not requested training on additional programs. Twenty-eight (26%) workers responded that they have utilized available training on other programs while 80 (74%) workers responded that they have not utilized available training on other programs.

For this question, workers were given the opportunity to list any items/programs that they would like to receive training on. A list of these items/programs can be found in Appendix I.

5.5 Survey Question #5

Refresher CAPS system training sessions offer workers an opportunity to receive hands-on, in-person training on all recent CAPS changes. Workers have the opportunity to practice working with the changes in a safe, training environment. Refresher training sessions also offer workers the chance to discuss any specific system issues that they need assistance with at that time. All employees are offered this one day CAPS system training at three different times per year. Have you ever attended a CAPS refresher training session?

Fifteen (14%) workers responded that they have attended a CAPS refresher training session. Ninety-three (86%) workers responded that they have never attended a CAPS refresher training session.

5.6 Survey Question #6

During 2010, refresher CAPS system training sessions were offered in Helena in March, June and September. Please identify any factors that prohibited you from attending these sessions and that could potentially prohibit you from attending future ongoing/advanced training sessions (CHECK ALL THAT APPLY):

For this question, workers were given seven factors, as well as an option of “other” if one of the listed factors did not apply. Workers were given the option of selecting multiple factors, if appropriate. The listed factors, along with their total number of responses, are identified in the table below:

Did not receive notice ongoing/advanced CAPS sessions were being offered.	9
My request to attend was not approved by management.	2
The distance to travel is too far.	22
The material being covered in the sessions is not what I need.	10
I don't feel that I need advanced system training.	51
The dates that the sessions are offered are not convenient.	17
I don't use CAPS.	0
Other.	27

A complete list of comments from workers who selected “other” or made general comments regarding advanced CAPS training sessions can be found in Appendix J.

5.7 Survey Question #7

If abbreviated CAPS training was to be offered on just intake or just ongoing information, would you be interested in this training?

Fifty-two (48%) workers responded that they would be interested in attending a split CAPS training session on just intake or just ongoing screens. Fifty-six (52%) workers responded that

they would not be interested in attending a split “intake only/ongoing only” CAPS training session.

5.8 Survey Question #8

When there are policy changes that result in changes in system use, would you like to see the CAPS changes co-presented during annual policy training?

Ninety-four (87%) workers responded that they would like to see CAPS system changes co-presented during annual policy training, if policy changes affect CAPS system use. Fourteen (13%) workers do not want CAPS system information co-presented during annual policy training.

5.9 Survey Question #9

When you experience CAPS system issues/problems, who do you contact or where do you go for help? (CHECK ALL THAT APPLY):

For this question, workers were given nine points of contact for receiving assistance when they run into system problems or have questions regarding system functionality. Workers were given the option of selecting multiple factors, if appropriate. The listed factors, along with their total number of responses, are identified in the table below:

A co-worker.	83
My supervisor.	42
CAPS Help Desk.	94
CAPS Computer Systems Specialist.	24
CAPS Liaison.	4
CFSD Program Office.	3
CAPS Training Guide.	42
CAPS Training Website.	11

5.10 Survey Question #10

When you create and/or notice data entry errors in the CAPS system, what do you do to correct them?

For this question, workers were given eight options for identifying how they attempt to correct data errors in the CAPS system. Workers were given the option of selecting multiple options, if appropriate. The listed options, along with their total number of responses, are identified in the table below:

Try to correct the problem myself.	77
Ask a co-worker for help correcting the problem.	59
Ask my supervisor for help correcting the problem.	40
Call the CAPS Help Desk for help correcting the problem.	81
Call the Central Office policy expert for help correcting the problem.	7
Call Margaret Jennings-Jeffrey for help correcting the problem.	22

Ignore it if the error was caused by another worker – it's not my problem	2
Ignore it unless it is causing me to not be able to enter other information.	10

5.11 Survey Question #11

Have you ever been informed of, or are you aware of, how the information that you enter into the CAPS system is utilized?

Eighty-five (79%) workers responded that they were aware of how the information that they enter into the CAPS system is utilized. Twenty-three (21%) workers responded that they have not been informed, or were not aware, of how the information they enter into the CAPS system is utilized.

5.12 Survey Question #12

Do you feel knowing how the information that you enter into CAPS is utilized is important in helping you enter that information?

Ninety-nine (92%) workers identified that they felt knowing how the information that they enter into CAPS is utilized is important. Nine (8%) workers felt that it was not important for them to know how the information that they enter into CAPS is utilized.

As part of this survey question, workers were also invited to make any comments regarding why they felt knowing how the information they enter into the CAPS system was or was not important. These comments can be found in Appendix K.

5.13 Survey Question #13

Do you know which screens and data in CAPS affect NCANDS (National Child Abuse and Neglect Data System) reporting?

Twenty-eight (26%) workers identified that they do know which screens and data in CAPS affect NCANDS reporting. Eighty (74%) workers identified that they do not know which screens and data in CAPS affect NCANDS reporting.

5.14 Survey Question #14

Do you know which screens and data in CAPS affect AFCARS (Adoption and Foster Care Analysis Reporting System) reporting?

Fifty-two (48%) workers identified that they do know which screens and data in CAPS affect AFCARS reporting. Fifty-six (52%) workers identified that they do not know which screens and data in CAPS affect AFCARS reporting.

5.15 Survey Question #15

Do you know which screens and data in CAPS need to be completed when supervising an out-of-state client?

Thirty (28%) workers identified that they do know which screens and data in CAPS need to be completed when supervising an out-of-state client. Seventy-eight (72%) workers identified that they do not know which screens and data in CAPS need to be completed when supervising an out-of-state client.

5.16 Survey Question #16

Have you been made aware of what issues have been identified as needing improvement, and how to make these improvements with your CAPS data entry for the CFSR PIP (Child and Family Services Program Improvement Plan)?

Fifty-six (52%) workers identified that they are aware of the CFSR PIP issues and how to make improvements in their CAPS data entry to address these issues. Fifty-two (48%) workers identified that they do not know the CFSR PIP issues and do not know how to improve their CAPS data entry to address these issues.

5.17 Survey Question #17

Please rate the usefulness of these help resources using the following scale: 1 = very helpful; 2 = sometimes helpful; 3 = sometimes helpful, sometimes not helpful; 4 = not helpful at all; and 5 = don't use this resource.

For this question, workers were asked to rate the usefulness of the CAPS training materials that they receive during the new employee CAPS training sessions, the CAPS Help Desk, the online field and screen help they access by pressing the F1 key on a specified field in the CAPS system and the CAPS training website.

The majority of the responses received for the training manual ranged from “sometimes helpful, sometimes not helpful” to “very helpful.” For both online help and the training website, there were a large number of workers who selected “do not use” and commented that they “forgot it was there” or “didn’t realize it existed”.

With regards to the CAPS training materials, it is understandable how the materials would become less helpful over time. Due to the number of employees that receive CAPS system training, when system enhancements are made updates are not sent to those workers who received the training materials. As a result, the training materials can become outdated over time. When system enhancements are made, changes to the training materials (often accompanied by online demonstrations) are updated on the CAPS training website as soon as possible. This allows workers to access up-to-date training materials and handouts at any time, and the information can be printed directly in their own office.

The CAPS Help Desk continues to receive very positive reviews. There was only one instance of a worker identifying that the help desk was “not helpful at all.” This worker identified that they felt the help desk staff were not patient. However, an overwhelming majority of workers rated the help desk as “very helpful”, with a few workers adding additional comments about the excellent service they receive from the help desk staff.

It is of some concern that many workers still identify that they did not know online help or the training website existed or that they do not know how to use online help or how to access the training website. Both of these features have been available for a long time and their availability and functionality is mentioned during all CAPS training sessions and a link to the training website is included with every major enhancement notification that goes out to field workers.

	<i>Very Helpful</i>	<i>Sometimes helpful</i>	<i>Sometimes helpful/ sometimes not</i>	<i>Not helpful at all</i>	<i>Don't use this resource</i>
	1	2	3	4	5
Training Materials	41	27	23	3	14
	38%	25%	21%	3%	13%
Help Desk	80	16	5	1	6
	74%	14%	5%	1%	6%
Online Help	17	22	21	1	47
	16%	20%	19%	1%	44%
Training Website	15	21	14	1	57
	14%	19%	13%	1%	53%

As part of this survey question, workers were also invited to make any additional comments regarding the available help resources. These comments can be found in Appendix L.

5.18 Survey Question #18

How many hours of your workday would you say you spend entering/accessing information in CAPS/DocGen (on average)?

For this question, workers were asked to identify how much time they spend entering or retrieving information from the CAPS or DocGen systems. Times are broken down into the various staff types identified in the survey.

Staff Type	1-2h	3-4h	5-6h	6+h
Admin Support	2	5	1	0
Case Aid	1	0	0	0
Centralized Intake	0	0	0	2
Central Office	8	2	2	1
CPS Specialist	19	28	4	0
FGDM Coordinator	1	0	0	0
Fiscal Officer	1	0	1	0
Family Resource Specialist	6	4	0	0
Other	0	1	0	0
Permanency Plan Specialist	0	0	0	0
Program Assessment Specialist	0	0	0	1

Regional Administrator	1	0	0	0
Supervisor	7	5	2	0
Transitional Living Specialist	2	1	0	0
TOTAL	48	46	10	4

It is interesting to note that many workers comment that they feel they spend too much time using the computer to enter their case information and yet the majority of total workers identified that they spend less than half of their work day using the system for entering or accessing information. The majority of CPS Specialists, however, identified that they spend half of their day entering or accessing information in the CAPS system.

5.19 Survey Question #19

Currently, the CAPS training website (<http://vhsp.dphhs.mt.gov/sevp/caps/index.htm>) contains such information as the training schedule, updated training guides, screen guides, system documentation and links to other departmental websites. How often do you access the CAPS training website?

For this question, workers were given the opportunity to identify how often they access the CAPS training website for information. Several workers identified that they never use the training website and, once again, quite a few workers indicated that they were not even aware that a training website existed. This continues to be surprising, since the training website has been available for several years and workers are directed to the website for training registrations, training on enhancements and for various other system related documentation. The training website continues to hold unlimited potential for meeting the training needs of the Department. Workers were asked to identify how often they access the training website using the following scale: 1 = always access the training website; 2 = sometimes access the training website; 3 = rarely access the training website; 4 = never access the training website; and 5 = was not aware that there was a training website.

1	2	3	4	5
2	19	34	37	16
2%	18%	31%	34%	15%

5.20 Survey Question #20

Additional comments.

All workers who completed and returned a survey were invited to make any additional comments regarding any CAPS training or system issues, or if they wanted to provide additional comments to answers they had made on previous questions in the survey. These comments can be found in Appendix M.

6 PLAN FOR CONTINUOUS MONITORING

The 2010 Training Needs Assessment is not intended to provide permanent solutions for CAPS training needs. It is part of a continuous process of examining the changing needs of CAPS system users. In response to those needs, a training needs assessment will be provided annually by Northrop Grumman based on information gathering techniques similar to those used for this assessment. Training will be provided and modified based on the needs of the client, any system changes that take place throughout the year, any technological changes that have taken place in the previous year, and the projected changes for the coming year.

7 RECOMMENDATIONS

Northrop Grumman's goal for CAPS training in the year 2011 is to continue the refinement and delivery of training to new employees. The combination of lecture, PowerPoint presentation, live demonstrations, and hands-on practice that workers receive during the initial CAPS training session is the optimum training method for new employees. The opportunity to experience the "real" system in a "training" system environment, the ability to make mistakes and then learn how to avoid or fix them, the opportunity to receive personal assistance and attention, listen to abundant information, meet other CAPS system users and ask as many questions as necessary is invaluable for any individual new to a computer system. Because policy is not addressed during CAPS training sessions, workers are able to focus strictly on the system details without having to worry about also learning policy issues during that time. CAPS trainees receive, and are expected to have reviewed, a pre-training guide before attending their training session. They also receive a training manual and a keyboard template during training so they can take notes and have a follow-up resource available to them when they return to their offices. Training materials (training guides and handouts) are not generic. Each training session has training materials designed specifically to address the system needs of that particular training (for example, licensing workers will not receive the same training materials as social workers.)

The goal of the CAPS trainer is to enhance what is already working well and to make additions and/or modifications to the training program that will improve the training delivery, thereby working toward a program that is both comprehensive and which optimizes a worker's time spent in training.

The question of "how soon should I attend a CAPS training session" is something that is often asked of the CAPS trainer. Per CFSD policy, employees should attend a CAPS training session within six months of hire. A question in this year's survey asked worker's how long they felt workers should be on the job prior to attending CAPS system training. Eighty-nine percent of workers responded that they felt CAPS system training should occur between one week and two months of hire. The CAPS trainer believes that, ideally, training should definitely occur sooner than six months. This will enable all new employees to get started "on the right foot" and prevent them from becoming frustrated by not knowing how to use the system, or learning something incorrectly because "this is the way my co-workers have always done it."

There really is a fine line between "too soon" and "too late" (although, the CAPS trainer believes it is never too late to receive training!) When a new employee attends CAPS system training is currently dictated mostly by their hire date and the dates of the next scheduled CAPS training. They must also balance time to attend CAPS training with time to attend multiple weeks of MCAN training. There have been numerous sessions where workers have attended CAPS training within days of their hire date. The CAPS trainer believes that attending CAPS training too soon is not beneficial to the worker. Most of the time, if they attend training too early, they are not yet aware of what their job entails and so they have to guess at what they really need to focus on during CAPS training. Knowing what they will be responsible for entering into the system when back in the office helps them balance the "I need to know this for information

purposes only” versus “I really need to know how to do this because I am going to be entering this information.”

An important item to note is that training room availability is at a premium. It is becoming increasingly more difficult to schedule (or reschedule) training sessions at the last minute or in the near future. Because the training room is “owned” by DPHHS and not just Child and Family Services, several different agencies/groups are able to schedule the use of the training facility. This is just something for the Department to be aware of in case there is noticeable delay in scheduling “as requested” training sessions. CAPS training sessions for 2012 will be identified and put on the calendar in early September. The CAPS trainer is more than willing to work with the Department to schedule CAPS training sessions around other Department training, but it is not always possible to reschedule without advanced notice.

One topic that continues to come up in the annual training survey is requests from workers for the CAPS trainer to provide training directly in their offices or on a regional basis. In the past, training has been provided in a county office but only on very rare occasions and only when it is for a specific topic and a large group of workers will be in attendance. The CAPS trainer believes that this is not an optimum way to provide system training for several reasons. First, it is virtually impossible to guarantee uninterrupted time for training in an office environment. Second, because of differences in office setup (computer stations, conference rooms, etc) from location to location, providing training in anything other than “lecture” format could be very difficult. Lastly, providing computer system training without the ability to practice in a safe, test database environment is not very effective. In the past, the Department has supported the CAPS trainer on this issue.

Recommendations: Northrop Grumman recommends that the current format for new employee social worker and provider licensing training sessions remain unchanged.

Northrop Grumman recommends that refresher training sessions for social workers and provider licensing workers continue to be scheduled in Helena, three times annually. The CAPS trainer will also remain available to attend and present CAPS system information during the regional policy meetings, if requested to do so by the Department. The CAPS trainer is also available to conduct refresher training sessions or training on major system enhancements via WebEx, which allows for workers to attend without travel.

Northrop Grumman recommends that the Department continue to support the CAPS trainer’s stance that providing training in local offices is not the optimal training environment. Holding training sessions at the DPHHS Training Center in Helena guarantees uninterrupted time, access to the training database and a room setup that is geared towards computer training.

Northrop Grumman recommends that training sessions for new Juvenile Probation/Parole workers, new Centralized Intake workers and new Transitional Living Specialist workers, and other specialized groups of workers continue to be scheduled on an “as needed” basis only. The CAPS trainer will continue to make every effort to schedule sessions in a timely manner in order to avoid a lengthy delay for the workers requesting and/or needing training.

Refresher (or advanced) training sessions can be used to focus on system specifics for experienced workers, reviewing policy as it relates to CAPS, or for a Q&A session for workers to cover specific examples from their home office. Advanced system training sessions offer an excellent opportunity to cover any major system enhancements over the past year, allowing ample time to apply a strong focus to a few different areas of the system, rather than the general overview of the entire system that new employees receive during the initial CAPS training sessions.

While it is the recommendation of Northrop Grumman that advanced training sessions continue to be scheduled in Helena three times a year, due in large part to travel budget restrictions and worker's caseloads, attendance at advanced training sessions has been minimal to non-existent over the past several years. Past advanced training sessions have often been canceled due to lack of registrations. However, Northrop Grumman believes that everyone benefits from additional system training, especially on system changes or additions. Training sessions conducted in Helena could be used specifically for Q&A and specific case examples for workers who attend those sessions. Training on system changes or additions, however, could also be accomplished through the use of Captivate demonstrations and additional training materials on the training website. This would not only allow workers to review the changes in their own offices in a timely manner and on their own time schedule, but would also encourage workers to use the training website on a more regular basis.

Some workers commented in their survey response that they would like to attend advanced training but felt travel to and from training for one day was cost prohibitive. Presenting training via WebEx would also alleviate the need for travel and workers could attend all or part of a session, as their schedule permitted.

It is the understanding of the CAPS trainer that the Department has updated its policy to require employees to attend an advanced training session if they have received CAPS system training within the past five years, or to attend a regular CAPS training session if their original CAPS training was more than five years ago. The CAPS trainer believes this is a positive move by the Department. This will enable all Department employees to receive training on a regular basis without having the conflict of wanting to receive more training but not wanting to neglect their caseload. Several workers commented in the training survey that they would love to receive additional training, but just do not feel they can ask for time away from the office.

Budget concerns within State government have forced the Department into a hiring freeze as well as scaling back on unnecessary travel costs. The format change of MCAN into multiple weeks has also affected the CAPS training schedule. It affects the number of new employees requiring training, or being able to attend scheduled training sessions, as well as affecting the number of existing employees being authorized to attend additional training. As a result, the CAPS trainer would like the Department to be aware that several training sessions may be canceled throughout the 2011 training year due to low and/or no registrations.

The DPHHS Program Bureau has also requested, in the past, that CAPS system training be included in the regional policy training agenda. Attendance at one of the regional meetings is

required for every Child and Family Services Division (CFSD) employee. The addition of CAPS training during these meetings would be very appropriate since many changes to the CFSD policy require changes to the CAPS system and the data that workers are required to enter into the CAPS system. By including a CAPS system training session in the regional policy meetings, this would also eliminate additional travel and time away from the worker's office, and provide a guaranteed audience for important system training issues and/or data quality issues. Currently, CFSD policy recommends that workers attend CAPS training every five years. There have been suggestions on the training survey that workers receive additional CAPS system training at least once per year and since workers are required to attend these policy meetings, including CAPS to the agenda would address this suggestion.

Recommendations: Northrop Grumman recommends that the agenda for advanced training sessions in Helena be reserved specifically for Q&A and specific case examples for workers attending those sessions.

Northrop Grumman recommends that the training website be used as the main avenue for disseminating information and training on any system changes that occur during the year. The CAPS trainer will continue to make every effort to ensure that all training materials (training guides, Captivate demos, etc) are updated as soon as possible after a change is migrated to production. Use of the training website as a way to obtain information regarding system changes, and the time workers spend accessing this information, would need to be strongly supported by the Department.

Northrop Grumman recommends the Department strive to enforce the requirement for employees who have received CAPS training within the last five years to attend an advanced training session and to a requirement for employees who have received CAPS training more than five years ago to attend a regular CAPS training session. However, Northrop Grumman also recognizes that, due to the hiring freeze and current budget constraints, this may not be possible.

Northrop Grumman recommends that CAPS system training continue to be considered as an option during the annual regional policy meetings. Conducting training during this time would alleviate travel budget concerns for the Department and would keep all workers "up to speed" on any system changes or areas that have been identified as "problem spots" for timely and accurate data entry.

Lou Walters, CAPS Liaison with CFSD, has attended new employee training sessions in the past to talk with workers about the importance of timely and accurate data entry. Central Office representation at CAPS training sessions during 2010 was conducted on a semi-regular basis and the CAPS trainer believes it is important for the Department to be involved in each training session for a couple of reasons. First, it is helpful for workers to hear about the importance of timely and accurate data entry from someone other than the CAPS trainer and, second, it is important for workers to hear that the information they enter into the system is used by other workers and the different ways that information is used. Too often, workers do not know how the information that they are entering into the CAPS system is used for state and federal reporting purposes and, if they are made aware of this, it makes it much easier to understand the

importance of entering all the data the Department is asking them to enter. It is the hope of the CAPS trainer that data quality training will continue throughout the 2011 training year.

New employees attending social worker and provider licensing training sessions continued to receive Ergonomics training during 2010. This training is presented by Joe McAnally, Safety and Security Officer for DPHHS. The training includes a PowerPoint presentation on health issues caused by computer overuse, including Carpal Tunnel Syndrome. Workers also receive a handout that shows an ergonomically correct workstation setup. Workers have the option of working directly with Joe in setting up a workstation evaluation in their own office. Because Joe is also the Security Officer, workers have the opportunity to meet the person they would most likely be dealing with in case of threats or other security issues back in their office. Ergonomics training has been scheduled during all regular training sessions in 2011, typically on Friday mornings. This training lasts approximately 30 minutes.

Recommendations: Northrop Grumman recommends that a Central Office representative continue to provide a brief presentation on the importance of timely and accurate data entry, and how the data that workers enter into the CAPS system is used in reporting, during all new employee training sessions.

Northrop Grumman recommends that Ergonomics training continue to be presented during all new employee training sessions.

The 2011 CAPS training schedule was added to the CAPS training website. Workers have the ability to register for upcoming training sessions directly from the website. An e-mail message is automatically generated to the CAPS trainer identifying who the worker is and the dates of training they wish to attend. Workers can also register for training by contacting the CAPS trainer directly via phone or e-mail. Training confirmation letters and pre-training guides are mailed to registered workers approximately two weeks prior to their scheduled training session. An announcement of each training session is also distributed via e-mail one month prior to a scheduled training session. The DPHHS CAPS Business Analyst or the DPHHS CAPS Computer Systems Specialist sends these announcements. All regularly scheduled training sessions in 2011 are held in the DPHHS Training Center, 2800 Airport Road, in Helena (with the exception of the regional policy meetings).

Recommendations: Northrop Grumman recommends that the CAPS training schedule continue to be available on the CAPS training website, that training announcements continue to be sent one month in advanced of the scheduled training date, and that training confirmation letters and pre-training guides continue to be mailed to each participant two weeks prior to their scheduled training session.

Currently, the CAPS training website makes updated system documentation immediately available to all workers. Items on the website currently include: training manuals, training handouts, screen guides, training schedule, training needs assessment survey and document, links to departmental websites, and e-mail links to the CAPS trainer, the CAPS Help Desk and the DPHHS Help Desk.

The CAPS trainer continues to update screen guides whenever systems changes occur and these updates are made available on the training website as soon as possible. Work continues to be done to create a document for each screen in CAPS that will walk the workers through every field on the screen identifying what information goes there, where information comes from (if defaulted from another location) and general details on how to complete each field, rather than the current format of a static screen print with a brief description of the screen. Screens that are already completed will be added to the training website in the near future and additional screens will be added as the documentation is completed.

This information has been used to provide workers with individual “how to” guides, but it is also the goal of the CAPS trainer to include these detailed screen guides in the training materials that are distributed in new employee training sessions. This will provide workers with more detailed “step-by-step” procedures when they return to their office after training.

Recommendations: Northrop Grumman recommends that the CAPS training website continue to be used as the central location for all CAPS related training and system documentation and that the items identified above and throughout the training survey are added as time allows for development and implementation.

Northrop Grumman recommends that the Department research options that will allow workers outside the state firewall (tribal social services and contract staff) to access the CAPS training website so that the website is a resource for all employees who use the CAPS system.

Workload, time, and budget constraints are often the culprit to blame for workers not being able to attend an “in person” training session. However, if system updates and more interactive materials are added to the training website in a timely manner, CAPS system training is included as part of the required annual policy meetings, and workers begin to be required to attend either an advanced training session or go back through a regular training session, this will address both issues of communicating changes timely and effectively and ensuring that workers receive exposure to a classroom-type training session on a regular basis. It is Northrop Grumman’s goal to continue to provide CAPS system users with a positive training experience that facilitates learning, regardless of the method used.

APPENDIX A – CAPS TRAINING EVALUATION

TRAINING DATE:	HIRE DATE:
TITLE:	COUNTY/JUD DIST:

As the CAPS trainer, it is my goal to provide you with the highest quality training possible. Please help me by completing the following questions:

- During this training, what do you expect to learn or be able to do differently than you do presently?

- The following sections were covered during the course of this training. Use the chart below to indicate if you feel you would be able to use the concepts/screens associated with each section immediately when you return to your desk:

SECTION	YES	YES, WITH SUPPORT	NO	COMMENTS
System Overview				
Report/Referral				
Client Setup				
Provider Info				
Permanency Plan				
Services				
Maintenance				
Interfaces				
Payments				
Trust Accounts				

-
3. Name one (or more) item(s) you **liked** about the training materials and course content (binders, exercises, overhead presentation, handouts, lecture, games, etc.):

4. Name one (or more) item(s) you **would change** about the training materials and course content:

5. Name one (or more) style(s)/approach(es) the trainer used which worked effectively:

6. Name one (or more) style(s)/approach(es) the trainer used which you would like to see changed:

7. Overall, describe how this course compares with your original expectations (question#1).

8. What did you get out of this course that you did not expect?

9. Additional comments:

APPENDIX B – ADVANCED CAPS TRAINING EVALUATION

Your name (optional): _____ Date: _____

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A
The topics for this advanced training were well chosen.					
The presentation was well organized.					
The handouts were helpful.					
There was enough time to discuss each topic.					
This training was worthwhile for me.					
Approximately what percentage of the information was helpful to you? (Circle one)	100%	75%	50%	25%	0%

What grade would you give the trainer(s) for today's presentation? A B C D F

What could the trainer(s) have done better?

What was the best part of today's training?

Today's topics were selected from suggestions made in the Annual Training Needs Assessment Survey. Can you think of other topics that would have been helpful? (Please list)

Any additional comments?

APPENDIX C – CPS SPECIALIST TRAINING OUTLINE

I. WELCOME

- A. Introduction of Trainer and Guest Speakers
- B. Introduction of Class Participants
- C. Housekeeping Details
- D. Agenda

II. SYSTEM OVERVIEW

- A. Security
- B. Accessing and exiting the system
 - Explain training database/logon ID's
 - Password Maintenance
- C. Keyboard Functionality
- D. Online Help Resources
 - Help Desk
- E. Screen Functions
 - Fast Path
 - Messages
 - Screen Headings
 - List/Detail concept
- F. Menus

III. REPORT/REFERRAL

- A. Searching for/Adding a Person
 - PERS Person Search
 - PERL Person List
 - PERD Person Detail
- B. Referral Intake Process
 - RRRL Report/Request List
 - CID1 Centralized Intake Detail 1
 - CID2 Centralized Intake Detail 2
 - RRD1 Report/Request Intake Detail 1
 - RRD2 Report/Request Intake Detail 2
 - RRD3 Report/Request Intake Detail 3

IV. CLIENT SETUP

- A. Initial Setup/Transfers/Security
 - AXED Assignments/Transfers Detail
 - WMSG Warning Message
 - CSLL Caseload List
 - RELL Relationship List
 - RELD Relationship Detail

- B. Building Client History
 - ADDL Address List
 - ADDD Address Detail
 - CLID Client Detail
 - ICWD ICWA Detail
 - SPND Special Needs
 - EDHL Education History List
 - MEDS Medical Summary
 - MMHD Medical/Mental Health Detail
 - MDTD Medication/Treatment Detail
 - EMPL Employment History

V. PROVIDER INFORMATION

- A. Adding a Non-Licensed/Non-Contracted Provider
 - PROS Provider Search
 - PROL Provider List
 - PROE Provider Entry
 - PROD Provider Detail
 - FSPL Facility Services Provided List
 - PTID Provider Tax Identification Detail
- B. General Provider Details/Information
 - PADL Provider Address List
 - PADD Provider/Facility Address Detail
 - PAKD Provider AKA Detail
 - PIGD Provider Information (General) Detail

VI. PERMANENCY PLAN

- A. Client/Case Assessments and Reviews
 - IARL Initial Assessment and Review List
 - IARD Initial Assessment and Review Detail
- B. Permanency Plan Hearing Information
 - PPHL Permanency Plan Hearing List
 - PPHD Permanency Plan Hearing Detail

VII. SERVICES

- A. Non-Payable Services and Removals
 - SERL Services List
 - SERN Services Detail Non-Payable
 - CREI CPS Removal Eligibility Information
- B. Court Events and Dispositions
 - CRTL Court List
 - CRTD Court Detail

- C. Placements
 - CPHL Client Placement History List
 - PLAD Placement Detail
 - PLSH Placement Status History
 - LICH Placement License History
 - GARD Guardianship Detail
 - ADOD Adoption Detail
- D. Payable Services/Supplemental Justification/Funding Eligibility
 - SERP Services Detail Payable
 - SSJD Supplemental Service Justification
- E. Group Services
 - GRSL Group Services List
- F. Interstate Compacts
 - ICPL Interstate Compact List
 - ICPD Interstate Compact Detail
 - ICAD Interstate Compact Action Detail
- G. Transitional Living
 - BSAS Building Skills Plan Summary
 - BSAE Building Skills Evaluation

VIII. MAINTENANCE SCREENS

- A. Caseload Management and Client/Case History Screens
 - ALER Alerts
 - ACTL Activity List
 - ACTD Activity Detail
 - AKAD Person Name AKA Detail
 - STFL Staff List
 - EVEL Event List
 - SEAL See All Client Screens
 - USMD User Maintenance Detail
 - USML User Maintenance List
 - MIPD Minors in Possession Detail
 - SPTK Supervisory Task List
- B. Notes and Document Generation Processes

IX. INTERFACE SCREENS

- A. Interface Resolution Process
 - TIRD TEAMS Interface Resolution Detail
 - SIRD SEARCHS Interface Resolution Detail

SIR2 SEARCHS Interface Resolution Detail 2
APRD Absent Parent Resolution Detail

- B. Foster Care Child Support Enforcement Referral
SIID SEARCHS Initial Inquiry Detail
CSED Child Support Enforcement Referral Detail
CSCD Child Support Child in Foster Care Detail
CSFD Child Support Father Detail
CSF2 Child Support Father Detail 2
CSMD Child Support Mother Detail
CSM2 Child Support Mother Detail 2
PRID Private Insurance Detail
- C. TANF Emergency Assistance Application
TIID TEAMS Initial Inquiry Detail
EARD Emergency Assistance Request Detail
EAR2 Emergency Assistance Request Detail 2
EAWD Emergency Assistance Services To Be Provided

X. PAYMENTS

- A. Approvals/Modifications/History
PAYA Payment Approval List
CBPL Client-Based Payment List
CBPD Client-Based Payment Detail
PAFD Payment Funding Detail
CLPH Client Payment History
CMPL Client Monthly Payment List
CLPD Client Payment Detail
- B. Funding Eligibility
CELL Client Eligibility List
IVEL IV-E Reimbursability List
IVED IV-E Reimbursability Detail
IVRH IV-E Reason Code History
MIHL Medicaid Issuance History List
- C. Provider Warrants (Checks)
WRNH Provider Warrant History
WRND Provider Warrant Detail
- D. Contracts
CONL Contract List
COND Contract Detail
CONC Contract Costs

- E. Overpayments
 - OPAR Overpayment Recovery
 - ORAD Overpayment Recovery Activity Detail

XI. TRUST ACCOUNTS

- A. Requesting an Expenditure
 - TREL Trust Account Expenditure List
 - TRED Trust Account Expenditure Detail
- B. Viewing Client Trust Account History
 - TAHL Trust Account History List
 - TAHD Trust Account History Detail

APPENDIX D – PROVIDER LICENSING TRAINING OUTLINE

I. WELCOME

- A. Introduction of Trainer and Guest Speakers
- B. Introduction of Class Participants
- C. Housekeeping Details
- D. Agenda

II. SYSTEM OVERVIEW

- A. Security
- B. Accessing and exiting the system
 - Explain training database/logon IDs
 - Password Maintenance
- C. Keyboard Functionality
- D. Online Help Resources
 - Help Desk
- E. Screen Functions
 - Fast Path
 - Messages
 - Screen Headings
 - List/Detail Concept
- F. Menus

III. REPORT/REFERRAL

- A. Searching for/Adding a Person
 - PERS Person Search
 - PERL Person List
 - PERD Person Detail
- B. Referral Intake Process
 - RRRL Report/Request List
 - RRD1 Report/Request Intake Detail 1
 - RRD2 Report/Request Intake Detail 2
 - RRD3 Report/Request Intake Detail 3
 - CID1 Centralized Intake Detail 1
 - CID2 Centralized Intake Detail 2

IV. PROVIDER ENTRY

- A. Provider Setup
 - PROS Provider Search
 - PROL Provider List
 - PROE Provider Entry
 - PROD Provider Detail

- B. Licensing
- | | |
|------|------------------------------------|
| FACD | Facility Detail |
| PADL | Provider/Facility Address List |
| PADD | Provider/Facility Address Detail |
| FALL | Facility Approval/Licensing List |
| FALD | Facility Approval/Licensing Detail |
| PRPL | Provider Person List |
| PRPD | Provider Person Detail |
| CLTL | Client Types List |
| CLTD | Client Types Detail |
| PTID | Provider Tax Identification Detail |
| FSPL | Facility Services Provided List |
| PRFL | Provider/Facility List |
- C. Provider Information Details
- | | |
|------|-------------------------------|
| PRRL | Provider Rates List |
| PRPH | Provider Placement History |
| PRTL | Provider Training List |
| PRTD | Provider Training Detail |
| PRCL | Provider Contact List |
| PRCD | Provider Contact Detail |
| PBID | Provider Banking Detail |
| FASL | Facility Assessment List |
| FASD | Facility Assessment Detail |
| PREL | Provider Event List |
| FCLL | Facility Caseload List |
| PAKD | Provider/Facility AKA Detail |
| PASL | Provider Active Services List |
- D. Provider Warrant Information
- | | |
|------|--------------------------|
| WRNH | Provider Warrant History |
| WRND | Provider Warrant Detail |

V. MAINTENANCE SCREENS

- A. Caseload Management Screens
- | | |
|------|---------------------------------------|
| ALER | Alerts |
| AKAD | Person Name AKA Detail |
| STFL | Staff List |
| AXED | Assignments/Transfers Detail |
| USML | User Maintenance List |
| USMD | User Maintenance Detail |
| MIPD | Minors in Possession Detail |
| PIGD | Provider Information (General) Detail |

- B. Document Generation and Notes Process

VI. INTERFACE SCREENS

- A. CCUBS (Child Care Under the Big Sky)
 - CCRD CCUBS Interface Resolution Detail
 - CCR2 CCUBS Interface Resolution Detail 2

APPENDIX E – YOUTH COURT TRAINING OUTLINE

I. WELCOME

- A. Introduction of Trainer and Guest Speakers
- B. Introduction of Class Participants
- C. Housekeeping Details
- D. Agenda

II. SYSTEM OVERVIEW

- A. Security
- B. Accessing and exiting the system
 - Explain training database/logon ID's
 - Password Maintenance
- C. Keyboard Functionality
- D. Help Resources
- E. Screen Functions
 - Fast Path
 - Screen Headings and Messages
 - List/Detail Concept
- F. Menus

III. PERSON/CLIENT SETUP

- A. Searching for/Adding a Person

PERS	Person Search
PERL	Person List
PERD	Person Detail
- B. Client Setup/Transfers/Client History

AXED	Assignments/Transfers Detail
WMSG	Warning Message
CSLL	Caseload List
CLID	Client Detail
RELL	Relationship List
RELD	Relationship Detail
ADDL	Address List
ADDD	Address Detail
EMPL	Employment History

IV. PROVIDER INFORMATION

- A. Searching for/Selecting a Provider

PROS	Provider Search
PROL	Provider List
PIGD	Provider Information (General) Detail

V. INITIAL ASSESSMENTS/CLOSURES

- A. Adding Reviews
 - IARL Initial Assessment and Review List
 - IARD Initial Assessment and Review Detail

VI. SERVICES/PLACEMENTS

- A. Non-Payable Services and Removals
 - SERL Services List
 - SERN Services Detail Non-Payable
 - CREI CPS Removal Eligibility Information
- B. Court Events and Dispositions
 - CRTL Court List
 - CRTD Court Detail
- C. Placements
 - CPHL Client Placement History List
 - PLAD Placement Detail
 - PLSH Placement Status History
 - LICH Placement License History
 - JJPD Juvenile Justice Placement Detail
- D. Payable Services/Supplemental Justification/Funding Eligibility
 - SERP Services Detail Payable
 - SSJD Supplemental Service Justification

VII. MAINTENANCE

- A. Caseload Management and Client/Case History Screens
 - ALER Alerts
 - AKAD Person Name AKA Detail
 - EVEL Event List
 - SEAL See All Client Screens
 - USMD User Maintenance Detail
 - USML User Maintenance List
 - MIPD Minors in Possession Detail
 - SPTK Supervisory Task List

VIII. INTERFACE RESOLUTIONS

- A. Resolving Interface Changes
 - TIRD TEAMS Interface Resolution Detail
 - SIRD SEARCHS Interface Resolution Detail
 - SIR2 SEARCHS Interface Resolution Detail 2
 - APRD Absent Parent Resolution Detail

IX. PAYMENT INFORMATION

- A. Approving/Modifying Payment Details
 - PAYA Payment Approval List
 - CBPL Client-Based Payment List
 - CBPD Client-Based Payment Detail
 - PAFD Payment Funding Detail

APPENDIX F – CENTRALIZED INTAKE TRAINING OUTLINE

I. WELCOME

- A. Introduction of Trainer and Guest Speakers
- B. Introduction of Class Participants
- C. Housekeeping Details
- D. Agenda

II. SYSTEM OVERVIEW

- A. Security
- B. Accessing and exiting the system
 - Explain training database/logon ID's
 - Password Maintenance
- C. Keyboard Functionality
- D. Help Resources
- E. Screen Functions
 - Fast Path
 - Screen Headings and Messages
 - List/Detail Concept
- F. Menus

III. INQUIRY SCREENS (additional history)

These are additional screens Centralized Intake Unit staff will have inquiry (read-only) access to. Centralized Intake staff cannot modify or add information on these screens.

ADDL	Address List
ADDD	Address Detail
ADOD	Adoption Detail
CLID	Client Detail
CPHL	Client Placement History List
CREI	CPS Removal Eligibility Information
CRTL	Court List
CRTD	Court Detail
EDHL	Education History
EMPL	Employment History
EVEL	Event List
FALL	Facility Approval/Licensing List
FALD	Facility Approval/Licensing Detail
GARD	Guardianship Detail
IARL	Initial Assessment and Review List
IARD	Initial Assessment and Review Detail
ICPL	Interstate Compact List
ICPD	Interstate Compact Detail
ICAD	Interstate Compact Action Detail
ICWD	ICWA Detail

IVEL	IV-E Reimbursability List
IVED	IV-E Reimbursability Detail
LICH	Placement License History
MDTD	Medication/Treatment Detail
MEDS	Medical Summary
MIHL	Medicaid Issuance History
MMHD	Medical/Mental Health Detail
PADL	Provider/Facility Address List
PADD	Provider/Facility Address Detail
PASL	Provider Active Services List
PIGD	Provider Information (General) Detail
PLAD	Placement Detail
PLSH	Placement Status History
PPHL	Permanency Plan Hearing List
PPHD	Permanency Plan Hearing Detail
PRPL	Provider Person List
PRPD	Provider Person Detail
PRPH	Provider Placement History
RELL	Relationship List
RELD	Relationship Detail
SERL	Services List
SERN	Services Detail: Non-Payable
SPND	Special Needs Detail
SPTK	Supervisory Task Detail

IV. PERSON & PROVIDER INFORMATION

- A. Searching for/Adding a Person
 - PERS Person Search
 - PERL Person List
 - PERD Person Detail
- B. Searching for a Provider
 - PROS Provider Search
 - PROL Provider List
 - PROD Provider Detail
 - FACD Facility Detail
- C. Alias names for a Person or Provider
 - AKAD Person Name AKA Detail
 - PAKD Provider/Facility AKA Detail
- D. Searching for history on a person or provider
 - RRRL Report/Request List

- E. Adding activity details on a client
 - ACTL Activity List
 - ACTD Activity Detail

V. REPORTS

- A. Accessing history on referrals
 - RRRL Report/Request List
 - RRD1 Report/Request Intake Detail 1
 - RRD2 Report/Request Intake Detail 2
 - RRD3 Report/Request Intake Detail 3
- B. Adding a referral as a CI worker
 - RRRL Report/Request List
 - CID1 Centralized Intake Detail 1
 - CID2 Centralized Intake Detail 2
- C. Notes Process

VI. MAINTENANCE

- A. Caseload Information
 - CSLL Caseload List
- B. Caseload Management
 - ALER Alerts
 - STFL Staff List
 - SEAL See All Client Screens
 - AXED Assignments/Transfers Detail
- C. Worker Information
 - USML User Maintenance List
 - USMD User Maintenance Detail

APPENDIX G – TRANSITIONAL LIVING TRAINING OUTLINE

I. WELCOME

- A. Introduction of Trainer and Guest Speakers
- B. Introduction of Class Participants
- C. Housekeeping Details
- D. Agenda.

II. SYSTEM OVERVIEW

- A. Security
- B. Accessing and exiting the system
 - Explain training database/logon ID's
 - Password Maintenance
- C. Keyboard Functionality
- D. Online Help Resources
 - Help Desks
- E. Screen Functions
 - Fast Path
 - Screen Headings and Messages
 - List/Detail Concept
- F. Menus

III. PERSON AND CLIENT INFORMATION

PERS	Person Search
PERL	Person List
PERD	Person Detail
CPHL	Client Placement History List
AXED	Assignments/Transfers Detail
WMSG	Warning Message
CSLL	Caseload List
CLID	Client Detail
ADDL	Address List
ADDD	Address Detail
RELL	Relationship List
RELD	Relationship Detail
EDHL	Education History List
EMPL	Employment History List
SPND	Special Needs Detail
CRTL	Court List
CRTD	Court Detail
ACTL	Activity List
ACTD	Activity Detail

IV. ASSESSMENTS AND REVIEWS

IARL	Initial Assessment and Review List
IARD	Initial Assessment and Review Detail

V. SERVICES

PROS	Provider Search
PROL	Provider List
SERL	Services List
SERN	Services Detail: Non-Payable
SERP	Services Detail: Payable
SSJD	Supplemental Service Justification
BSAS	Building Skills Plan Summary
BSAE	Building Skills Evaluation

VI. MAINTENANCE SCREENS

ALER	Alerts
AKAD	Person Name AKA Detail
USMD	User Maintenance Detail
USML	User Maintenance List
STFL	Staff List

Notes and Document Generation Processes
D108 – Activity Report

VII. PAYMENTS

PAYA	Payment Approval List
CBPL	Client-Based Payment List
CBPD	Client-Based Payment Detail

VIII. NYTD SURVEY

Login Procedures
Password Procedures
Survey Questions and Help
Administrative Reports

IX. INQUIRY SCREENS

Person/Client Related

ICWD	ICWA Detail
MEDS	Medical Summary
MDTD	Medication/Treatment Detail
MMHD	Medical/Mental Health Detail
MIPD	Minors in Possession Detail
ADOD	Adoption Detail
GARD	Guardianship Detail
PLAD	Placement Detail

PLSH	Placement Status History
LICH	Placement License History
CREI	CPS Removal Eligibility Information
ICPL	Interstate Compact List
ICPD	Interstate Compact Detail
ICAD	Interstate Compact Action Detail
APPL	SSI Application List
APPD	SSI Application Detail
TIID	TEAMS Initial Inquiry Detail
EARD	Emergency Assistance Request Detail
EAR2	Emergency Assistance Request Detail 2
EAWD	Emergency Assistance Services To Be Provided
TIRD	TEAMS Interface Resolution Detail
TAPL	Trust Account Plan List
TAPD	Trust Account Plan Detail
TAEL	Trust Account Expenditure List
TAED	Trust Account Expenditure Detail
TAHL	Trust Account History List
TAHD	Trust Account History Detail
EVEL	Event List
SEAL	See All Client Screens

Report Related

RRRL	Report/Request List
CID1	Centralized Intake Detail 1
CID2	Centralized Intake Detail 2
RRD1	Report/Request Intake Detail 1
RRD2	Report/Request Intake Detail 2
RRD3	Report/Request Intake Detail 3

Financial Related

CELL	Client Eligibility List
CBPL	Client-Based Payment List
CBPD	Client-Based Payment Detail
CLPH	Client Payment History
CMPL	Client Monthly Payment List
CLPD	Client Payment Detail
IVEL	IV-E Reimbursability List
IVED	IV-E Reimbursability Detail
MIHL	Medicaid Issuance History List
WRNH	Provider Warrant History
WRND	Provider Warrant Detail

Provider Related

PRFL	Provider/Facility List
PROD	Provider Detail
FACD	Facility Detail
PADL	Provider/Facility Address List
PADD	Provider/Facility Address Detail
FALL	Facility Approval/Licensing List
FALD	Facility Approval/Licensing Detail
PRPL	Provider Person List
PRPD	Provider Person Detail
CLTL	Client Types List
CLTD	Client Types Detail
PRCL	Provider Contact List
PRCD	Provider Contact Detail
FSPL	Facility Services Provided List
PRRL	Provider Rates List
PAKD	Provider/Facility AKA Detail
PREL	Provider Event List
PIGD	Provider Information (General) Detail
PASL	Provider Active Services List
PRPH	Provider Placement History

General/Worker Related

SCML	Service Code Maintenance List
SCMD	Service Code Maintenance Detail
SECM	Security Maintenance
SPTK	Supervisory Task List

APPENDIX H – CAPS PRE-TRAINING GUIDE

Purpose	<p>This guide is an introduction to using CAPS for:</p> <ul style="list-style-type: none"> • New users • Those who have not yet attended formal training
Contents	<p>This guide contains information about:</p> <ul style="list-style-type: none"> • How CAPS is organized • How CAPS processes information • How to log on and off • Security and access • Keyboard functions and system signals • How to navigate through screens • Codes, alerts, error messages and other communication features • Notes and Document Generation features
Before you arrive at training	<p>This guide is intended to introduce you to the concepts used in the CAPS system. The guide serves only as an <u>introduction</u> to using CAPS. You will receive more specific training on these concepts during the training sessions. You will also acquire the greatest amount of knowledge about CAPS as you actually see and use the system. However, if you spend some time studying the information in this pre-training guide, you will gain an understanding of the functional foundation on which CAPS is built.</p>
Questions?	<p>You may find it helpful to discuss the information in this guide with others in your office. If you have questions that cannot be solved in your office, please write them down and bring them to training when you attend. You may mail any questions to Mary Reynolds, Northrop Grumman CAPS/OPM trainer, at 2401 Colonial Drive-Main Floor, Helena, MT 59601, or send an e-mail to mary.reynolds@ngc.com. If you have any unusual case situations with which you would like help, please provide a scenario of the case. We will try to address the situation in your training session.</p>

GENERAL CAPS INFORMATION

“CAPS” stands for:

Child and Adult Protective Services



BENEFITS OF CAPS

- **CAPS facilitates case management**
 - Data is current at all times on every case
 - Assists in timely working of caseload by generating alerts (reminders) to workers
 - Data can be shared, transferred or read-only access granted at your request
- **CAPS helps decrease paperwork**
 - Case notes are stored online
 - 90% of documents are generated by CAPS
- **CAPS is adaptable to changing rules and regulations**
 - Allows the standardization of policy application across Montana
 - CAPS will change as regulations change
 - A change control committee prioritizes and initiates enhancements/changes to CAPS required by current policy changes
- **CAPS is a ‘menu driven’ system**
 - Menus offer quick access to desired screen
- **CAPS screens are organized to facilitate case entry and maintenance**
 - Screens that capture related data are grouped together in an automatic sequence
 - Critical data is passed from screen to screen
 - Ensures timely working of case
- **CAPS is user friendly**
 - Entering and editing data is easy
 - Generates error/warning messages to assist with entry and to improve accuracy
 - On-line field help provide instant assistance while entering data

CAPS PROCESSING

- **CAPS processes most information online**

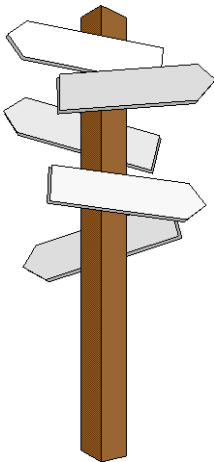
The online part of CAPS is what you see on your screens. When you press ENTER, processing is immediate. The system validates the entry and displays the new information, generates error or warning messages if necessary, and moves to the next screen, if applicable.

- **CAPS also uses “batch” processing**

Batch processing means that the work is done after the system is taken down in the evening. Much of this processing is done “behind the scenes”. This is used for:

- Overnight processing of large reports
- Data processed in groups or batches (e.g., payment processing, etc.)
- Time consuming processes (e.g., interfaces, month-end processing, etc.)

NAVIGATION



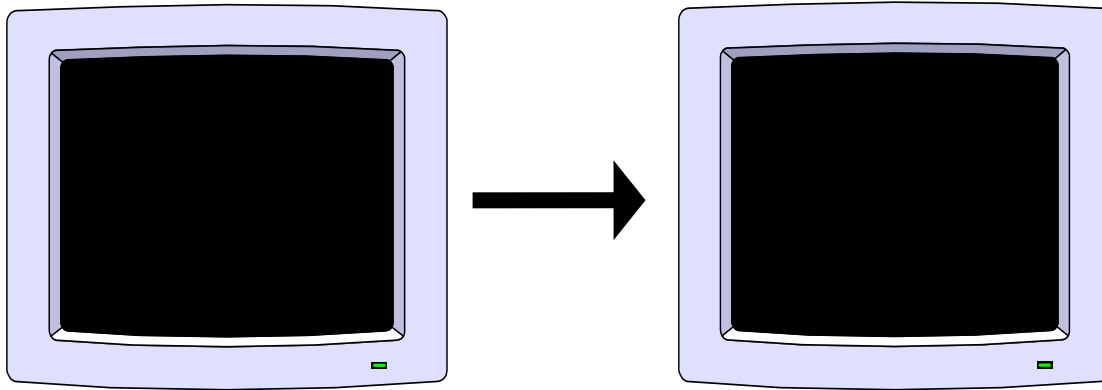
On each screen:

- The **cursor** is the flashing marker that indicates your position on the screen. Generally, when you first access a screen, the cursor will be set in the PATH (bottom right hand corner) field.
- As you enter information in each field, the cursor may advance automatically to the next enterable field.
- To move the cursor manually, use the **TAB** key or the **CTRL** key:
 - TAB advances the cursor to the next enterable field from left to right;
 - CTRL acts as a ‘return’ key to move the cursor downward one line into the next enterable field (Note: right-hand CTRL key only.)

NOTE:

Arrow keys are generally not used in mainframe applications. Use TAB and CTRL to move from field to field instead. This is much faster, and it also ensures that the cursor moves to the first enterable space in a field.



NAVIGATION (continued): FROM SCREEN TO SCREEN

There are basically three ways to navigate from screen to screen:

1. Selecting screens from menus
2. Using the default screen flow, and
3. Using the PATH

MENUS:

- On a menu, type any character on the select line to the left of the screen name, and press ENTER to access that screen. Once you access the screen, if it is not already displayed, you will need to enter the CAPS ID, Provider ID, or Report/Referral Number that you want to work with.

DEFAULT SCREENFLOW:

- The system is programmed to display certain screens in a default flow based on certain details that you are going to enter (e.g., child support referrals, report/requests, provider entry.) When updating a screen that is part of a default screen flow, pressing ENTER will automatically take you to the next screen.


PATH FUNCTION:

- To navigate directly from one screen to another, enter the four-letter screen name in the PATH field in the bottom right corner of each screen. If the requested screen is not valid, or you do not have access to the requested screen, an error message will display.
- Because CAPS follows a “list-detail” screen concept, if you type a detail screen in the PATH, and there is a corresponding list screen, you will first be taken to the list screen with the message “this screen must be accessed before the requested screen.” Detail screen functionality is always initiated from the list screen, if one exists.

KEYBOARD FUNCTIONS



Navigation Keys, Key Combinations and Miscellaneous Keys

TAB	Moves cursor to the next enterable field from left to right
HOME	Moves cursor to the first enterable field on the screen
SHIFT-TAB	Moves cursor <i>backward</i> to previous enterable field
HOME,SHIFT-TAB	Moves cursor to the PATH field
CTRL (right side)	Acts as a “return” key – moves cursor down to next line*
ENTER	Sends command to mainframe (update screen, go to screen in PATH, pull in information when an ID is entered)*
* <i>CTRL and ENTER functions may be reversed on your keyboard. Keyboards can be remapped to your specifications. Contact your network staff or the DPHHS Help Desk for assistance in this area.</i>	
END	Erases from the cursor’s position to the end of the field
ESC	Unlocks the screen if it will not respond to you, and a symbol like this  is displayed in the lower left corner of the screen
PRINT SCREEN	Makes a copy of the current screen that can be pasted into a Word document (handy for faxing into the Help Desk)
PAUSE/CLEAR	First step in logging off from CAPS
NUM LOCK	Activates number function on the number keypad
CONTROL-N	Print screen



ARROW KEYS & MOUSE

Recommended do not use! Using arrows and “point and click” with the mouse, rather than using the TAB key means guessing where the first space of the enterable field is – can cause errors.

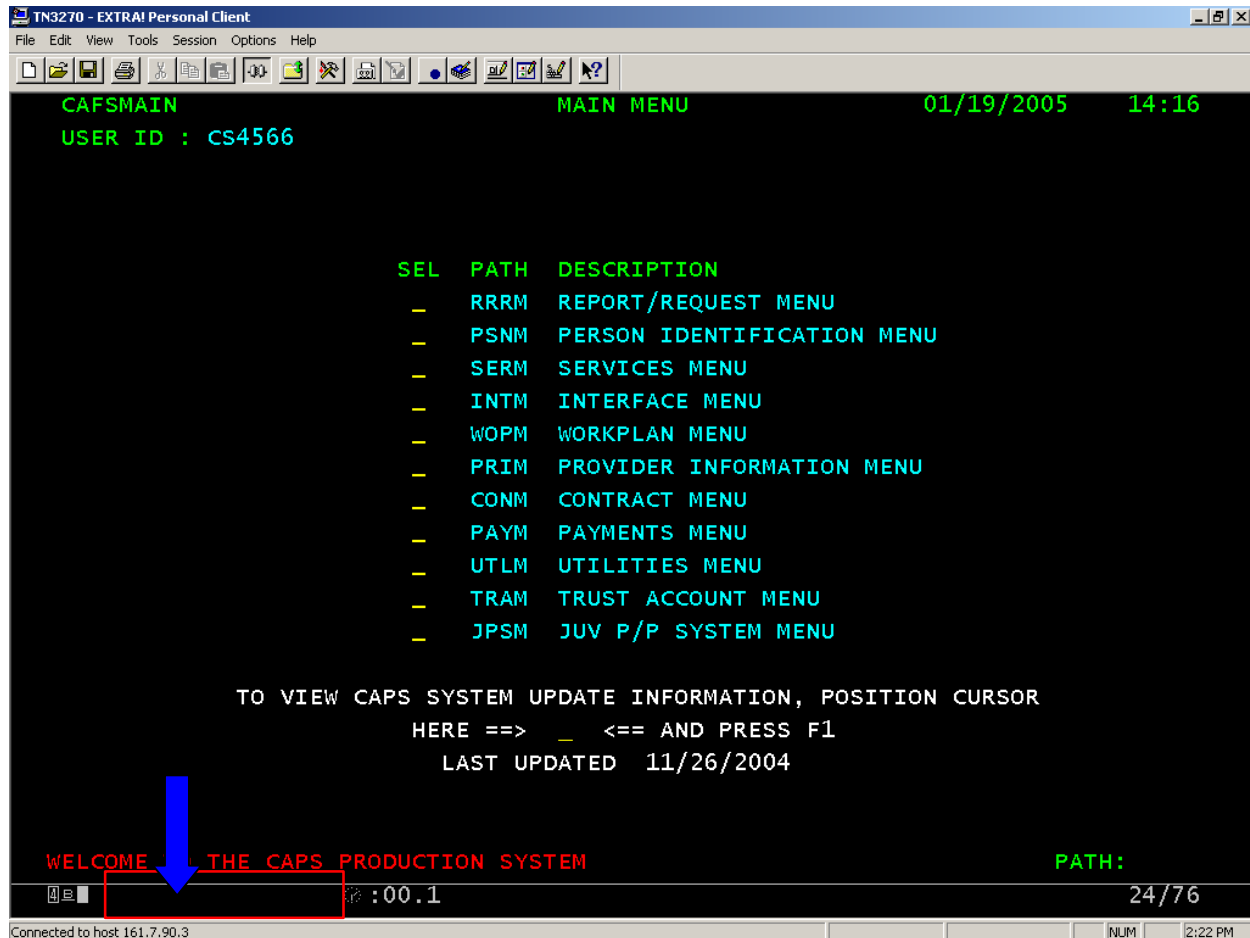
KEYBOARD FUNCTIONS (continued)



Function Keys (F Keys)

F1	HELP - accesses field help when cursor is placed in any enterable field; accesses screen help when cursor is placed in any non-enterable part of the screen
F2	RETURN – takes you to the previously viewed screen (the exception is detail screens where you must first access the list screen before you can get to the detail)
F3	MAIN MENU – will take you to the Main Menu from whatever screen you are currently on in CAPS
F4	CASELOAD LIST (CSLL/FCLL) – will take you to an alphabetical list of all clients/reports or facilities/reports that are assigned to you (or that you have shared or read-only access to)
F5	REFRESH – will erase all data you have typed on the screen (prior to pressing ENTER to update)
F6	PRINT – primarily used by Central Office staff. Generates reports that are generated overnight and available for viewing in RDS the following day
F7	SCROLL BACKWARD – used to scroll from one page to another (page 2 to page 1)
F8	SCROLL FORWARD – used to scroll from one page to another (page 1 to page 2)
F10	COPY – takes you to RELL (Relationship List) to copy information from one client to another
F11	ADD A DETAIL – from a list screen, pressing F11 will take you to the detail screen in ADD mode
F12	LOOKUP – many fields in CAPS require a code, and F12 will take you to the list of valid codes for a particular field. F12 will also take you to the appropriate screen in order to perform a person search (PERS) or provider search (PROS) when your cursor is on a CAPS ID or Provider ID field
SHIFT+F1 (F13)	CONFIRM – payment and trust account screens. Pressing F13 balances adjustments made to a payment or totals entered for trust account expenditures
SHIFT+F4 (F16)	CONFIRM – will ask you to confirm any delete you request or any function you request on AXED (Assignments/Transfer Detail)
SHIFT+F10 (F22)	RENEWAL – used on FALD (Facility Licensing Detail) to renew a license when no other details for the license have changed
SHIFT+F12 (F24)	PREVIEW – allows you to preview a screen without updating

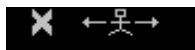
SCREEN INDICATORS



This area displays some important symbols:



Tells you that CAPS is working or processing your command. You do not need to keep pressing ENTER.



Means that the screen is locked up because you may have attempted to enter information in an invalid location on the screen. If this is displaying, press ESC to clear it and unlock your keyboard.

SECURITY AND ACCESS



Objectives of CAPS Security Design:

- Your C-number (C71234) is assigned by the Security Officer to:
 - Prevent and detect unlawful access and investigate security problems
 - Maintain confidentiality
 - Protect Montana's system and data integrity
- Your security profile is tied to your C-number
 - Security will allow you to view clients or reports assigned to your county (region if you have regional access) only. You may only view other clients or reports outside your region if the assigned worker allows you access (share or read-only).
 - Security is based on job requirements (e.g., supervisor screens will not be accessible if you do not have that level of security.)

Each worker chooses his/her own password

- This code is used to sign onto the system and is tied to activity done for a client, provider or report - Do not write it down or let others know your password!
- Your password must be a minimum of six (maximum of eight) characters long. The system will require you to change your password every 60 days, and the same password cannot be used twice. Passwords must include at least one numerical digit.

System time-out

- CAPS will display a password screen if there is no activity on your machine for 15 continuous minutes. You will need to enter your password to regain access (you will return to the CAPS screen you visited last). This is to help prevent unauthorized use of your computer if you are away from your desk.
- After an hour of inactivity, you will see the password screen described above, but when you enter your password and re-access CAPS, if you press ENTER, you will receive the message "RE-SIGNON FAILURE." There is a limited number of mainframe "sessions" available, and if your session is not used for one hour, you will be automatically logged out. You can simply press ENTER when the message appears and re-select CAPS from the State of Montana menu.

SCREEN NAMES

ALER	ALERts
ADDL	ADDress List
CLPH	CLient Payment History
CPHL	Client Placement History List

Naming conventions for screens:

- Screen names are always four-letter acronyms. (In the upper left corner of each screen, the screen names are prefixed by 'CAFS' for programming purposes).

General rule (as with most things in life, there are ALWAYS exceptions ☺):

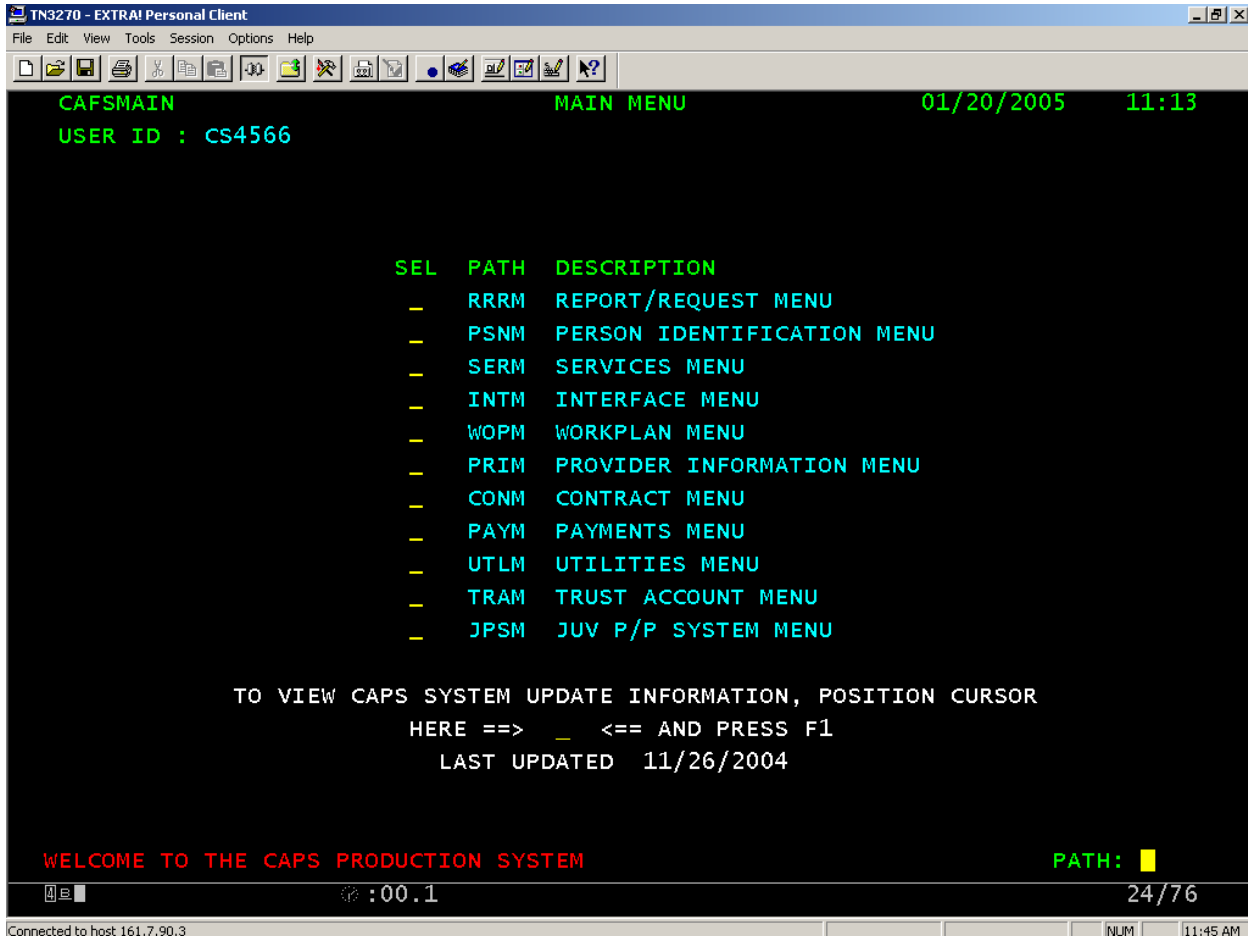
- For a one-word screen name, the acronym is the first four letters of the word.
- For a two-word screen name, the acronym is the first three letters of the first word, and the first letter of the second word.
- For a three-word screen name, the acronym is the first two letters of the first word, the first letter of the second word and the first letter of the third word.
- For a four-word screen name, the acronym is the first letter of each word.

Each screen performs certain functions or allows you to enter a certain type of data.

For example:

- ALER allows you view reminders or notifications of things that have occurred or are coming due for a particular client or report.
- ADDL allows you to view/inquire/modify/add address information for a specific person.
- CLPH allows you to view payment history for a specific client.
- CPHL allows you to view/inquire/modify add placement history for a specific client.

MENUS



```

TN3270 - EXTRA! Personal Client
File Edit View Tools Session Options Help

CAPSMAIN                                MAIN MENU                                01/20/2005    11:13
USER ID : CS4566

      SEL  PATH  DESCRIPTION
      -    -    -
      -    RRRM  REPORT/REQUEST MENU
      -    PSNM  PERSON IDENTIFICATION MENU
      -    SERM  SERVICES MENU
      -    INTM  INTERFACE MENU
      -    WOPM  WORKPLAN MENU
      -    PRIM  PROVIDER INFORMATION MENU
      -    CONM  CONTRACT MENU
      -    PAYM  PAYMENTS MENU
      -    UTLM  UTILITIES MENU
      -    TRAM  TRUST ACCOUNT MENU
      -    JPSM  JUV P/P SYSTEM MENU

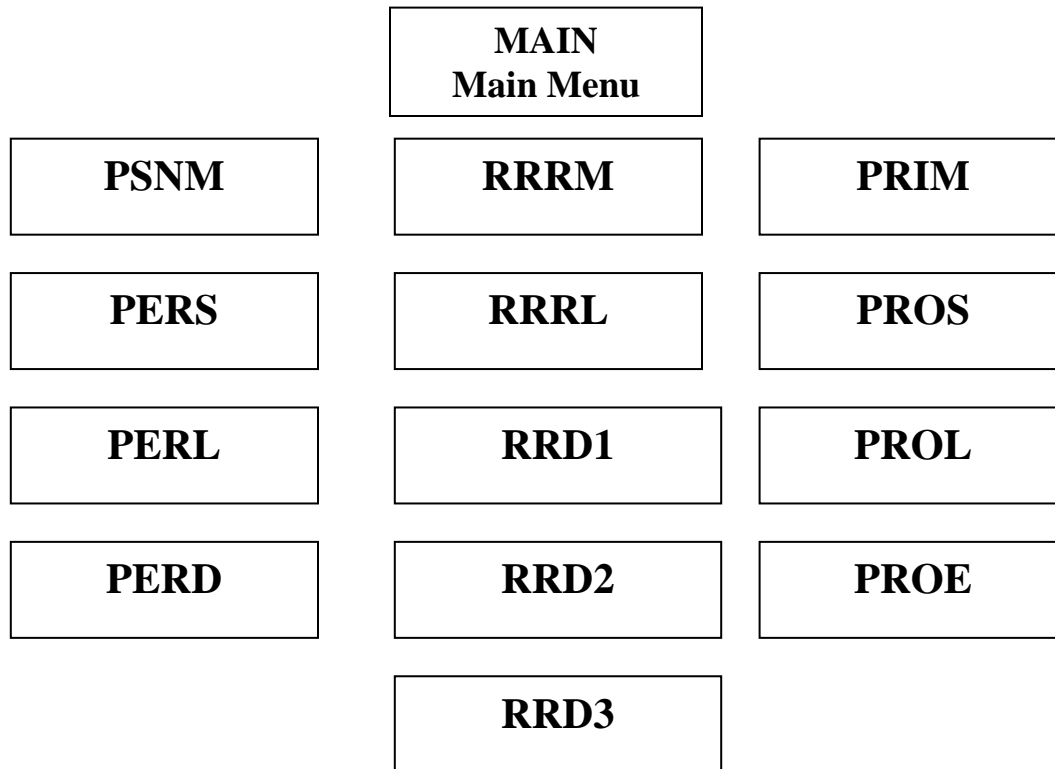
      TO VIEW CAPS SYSTEM UPDATE INFORMATION, POSITION CURSOR
      HERE ==>  _  <== AND PRESS F1
      LAST UPDATED  11/26/2004

WELCOME TO THE CAPS PRODUCTION SYSTEM                                PATH: 
:00.1                                                                24/76
Connected to host 161.7.90.3                                          NUM  11:45 AM
  
```

Menus simply provide quick access to relevant screens from a single location. There are several different menus in CAPS that are useful for different purposes and by different groups of workers. The above is an example of the MAIN menu. Notice all of the other menus that are available.

- Your access to certain menus and screens is based on your security clearance.
- The screen is selected from the list by pressing your TAB key to the select line in front of the desired screen and pressing ENTER.
- Depending on the screen selected, you may have to enter a CAPS ID, Provider ID or Report/Request Number.
- Menus will always direct you to the LIST screen. From the list you can access the DETAIL in inquire, modify or add mode.

EXAMPLE OF SCREEN HIERARCHY



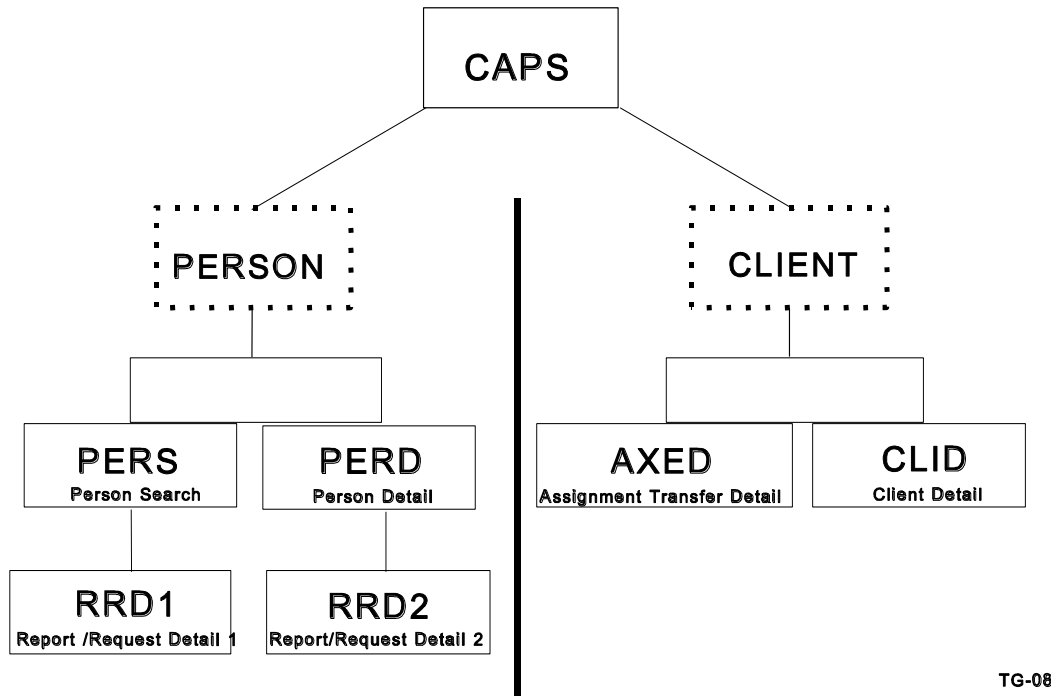
Default Screen Flow

- Certain groups of screens are chained together in sequence so that you need to complete a series of screens (screen one must be completed before screen two, etc.) Once the first screen is updated, the system will automatically advance you to the next screen (e.g. in the above screen hierarchy, once RRD1 is updated, the system will advance you automatically to RRD2.)
- You can exit the default screen flow by pressing F3 (to return to the MAIN menu), by pressing F2 (to go back to the last screen accessed) or by typing another screen name in the PATH.

Using the PATH

- The PATH function allows navigation directly from one screen to another, outside of the default screen flow. (Not all screens can be “pathed” to directly – remember the list-detail concept!)
- The PATH field is always located in the lower right corner of each CAPS screen. Simply type the desired screen name in the PATH and press ENTER.

Person vs. Client Screens



TG-08

- A person can be entered on CAPS without becoming a client
- A worker would search for a person on PERS (Person Search) and either selects them if they already exist in the database, or add them as a new person to the database.
 - A CAPS ID **does not** make a person a client
- A person is made a client in CAPS on the AXED (Assignments/Transfers Detail) screen. The worker initiates this process.
- Client related screens carry key client information from screen to screen
 - CAPS ID, name, client information, etc.
 - You may change from one client to another client by typing in a different client number (CAPS ID)



- Once you have made someone a client, you can begin building the puzzle with all the information for that individual (e.g., court orders, employment, relationships, financial information, etc.)

CODES / ONLINE HELP

SEL	CODE	DESCRIPTION
—	F	FEMALE
—	I	IN UTERO
—	M	MALE
—	U	UNKNOWN/UNBORN

Code Table

Field: P/S

Updated on screen(s): PERD

Online Help

Notes: Select with a "P" if it is the primary social security Number, or with an "S" if it is the secondary number.

Using Codes in CAPS

There are many fields in CAPS that require that codes be entered. All valid codes for each field are stored in a *table* within CAPS. When a code is entered, CAPS compares the code to the values on the table, and determines if it is valid for that field. If it is not, an error message will appear.

- The valid codes for each field, such as the sample above, are located by accessing a Code Table Lookup (press F12 on your keyboard).
- To select a code from the Code Table, TAB to the select line in front of the desired code, type an "S", then press ENTER. The system will bring the code back to the field.
- For fields where multiple codes may be selected (such as the sample above), you can type an "S" on more than one code at a time and bring multiple codes back to the field.

Using Online Help in CAPS

When workers use CAPS, they can access online help, such as the sample above. This assists them in entering information without having to exit the system or find paper manuals.

- To access "field help" place the cursor in the desired field and press F1. To return to the field, press F3. (If the help is longer than one page, you can use your F7 and F8 keys to scroll backward and forward.)
- To access "screen help" place the cursor in any non-enterable part of the screen and press F1. To return to the screen, press F3. (If the help is longer than one page, you can use your F7 and F8 keys to scroll backward and forward.)

CAPS MESSAGES

Warning Messages:



- Message at bottom of screen gives advice to the user or warns of possible problems
- Warning messages do not prevent the user from proceeding

Error Messages:



- CAPS has built-in edits to check for valid information (valid dates, valid codes, etc.)
- Messages and fields that contain an error will be highlighted in red
- Message text at the bottom of the screen indicates the nature of the error
- The cursor will be placed on the first field in error
- The system will prevent the user from further processing until the error is corrected



Critical Error Messages (ABORT or ABEND):

- Indicates a problem with the mainframe ('ABEND' is an ABnormal ENDing to the processing – something is preventing the program from completing the process. An abend is NOT your fault! If you do something “wrong” you should receive a warning or error message as detailed above.)
- Talk with your supervisor – you may have to call the CAPS Help Desk.
- If you receive an abort or abend message, print the screen and write down the sequence of actions you took just before you got the message so you can make a detailed report to the Help Desk.

ALERTS AND EVENTS

Alerts:



- Advise worker of a tasks coming due, actions to be taken or changes to cases from interfaces
 - Serve as a reminder to the worker of timeliness requirements, information that is due or approvals that need to be made
 - Can be system-generated or workers can set alerts from themselves
 - Assists in caseload time management
 - Serves as a communication tool when a client or report is transferred to a different worker
-
- Alerts are a *valuable tool* to help you keep track of timely requirements.
 - Alerts should be changed **DAILY** to help prevent overlooking required changes or actions.
 - Examples of automatic/system generated alerts: to the supervisor when a report is completed, to the worker when a client is assigned or transferred, to the worker when a review is due, to the worker and supervisor when a payment sits unapproved for five days.
 - Examples of worker generated alerts: for any important event that you want to receive a reminder, for non-system generated reviews/due dates.

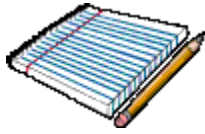
Events:



- Events connect the activities of a client – enable the system to track the history of a client or provider.
 - Events are created by client actions that occur on the various screens in CAPS.
 - Certain documents created through the Document Generation feature of CAPS will create an event.
-
- Examples of events: when a client transfer occurs, when a CPS removal is made, when a contact is made, when a court event occurs, when an Interstate Compact request is entered, when interface information from TEAMS or SEARCHS is accepted.

NOTES AND DOCUMENT GENERATION

Notes:



- The CAPS system gives you the ability to store your case notes or other case documentation (letters, scanned court documents, investigation photos) directly into the CAPS Document Generation system.
- Notes can be associated to a client, report/request, provider/facility or person.
- Security for Notes follows the same security as the entity the Notes are associated with. For example, in order to read Notes that have been associated to a client, the worker has to have access to the client.
- All Notes associated with a client or report will remain if the client or report is transferred to another worker. That worker will have immediate access to all case documentation that has been attached in Notes.
- Regional Administrators have the ability to remove Notes that have been attached in error or that are incomplete.

Document Generation (DocGen):

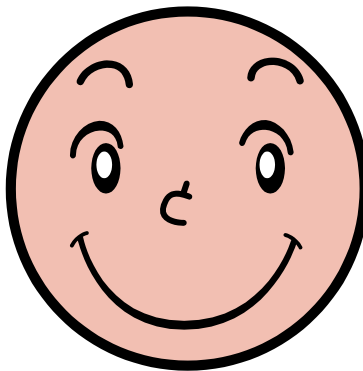


- The CAPS system contains many documents that can pull the information that you have entered into the system onto “ready-made” forms for you to print directly in your own office.
- Examples of documents that can be generated are: provider license, foster care review, request for medical records, and request for verification of tribal status.

Summary

You have now been introduced to several concepts that you will use in the CAPS system. I hope that this guide was helpful to you in understanding the basic framework and functioning of the CAPS system. It will help you to review this guide one or two times prior to attending your CAPS training session. If you have any questions regarding the information contained in this pre-training guide, please contact Mary Reynolds, Northrop Grumman CAPS/OPM trainer, at 443-8411.

I look forward to seeing you at the training session!



APPENDIX I – SURVEY QUESTION #4 COMMENTS

Training on other programs such as Word, Excel and Outlook are available via the DPHHS OURS website and other means. Have you requested or utilized this training?

- ✓ If a specific track of programs and screens for supervisors exists to use in relation to their jobs.
- ✓ Really feel the need for additional training on CAPS – after working the job the training would make MUCH more sense.
- ✓ I am not a computer whiz kid, but I can get around my computer okay. I would like to explore more uses of Excel, Word and Outlook.
- ✓ I have no idea what you're talking about for training on the system, don't know anything about the website.
- ✓ I have used the Outlook training and would like to take advantage of the Excel.
- ✓ Excel.
- ✓ Should have CAPS training a 2nd time after using what was learned to see what questions there still are.
- ✓ CAPS specific to screens less frequently used.
- ✓ I don't know what the Word training covers but trouble shooting would be helpful. It is very frustrating at times.
- ✓ PowerPoint.
- ✓ I would like training on Outlook and all the 'shortcuts' and different things it offers. I have been through the tutorial however a class is better.
- ✓ How to more effectively use CAPS in supervision.
- ✓ The new PowerPoint.
- ✓ Guess I'll have to take some time and look at the OURS website.
- ✓ MT ROM and ShareWare.

APPENDIX J – SURVEY QUESTION #6 COMMENTS

During 2010, refresher CAPS system training sessions were offered in Helena in March, June and September. Please identify any factors that prohibited you from attending these sessions and that could potentially prohibit you from attending future ongoing/advanced training sessions (CHECK ALL THAT APPLY):

Comments on “Don’t Use CAPS” response:

- ✓ None.

Comments on “Other” response:

- ✓ Every time I signed up for CAPS refresher training, it was canceled due to not enough people to attend.
- ✓ I was not hired until November of 2010.
- ✓ Caseload was so great that I couldn’t miss for training.
- ✓ A one-day refresher sounds great – but the travel time for a one-day training is prohibitive most often – and dates have conflicted with other work.
- ✓ I did not feel like I needed the refresher course a second time, so I did not attend it this year. I had a previous year.
- ✓ I had not been hired during these times.
- ✓ I wasn’t hired yet.
- ✓ Difficult to leave office for a whole day when I was a CPS, new position at Central Office has more flexibility.
- ✓ I wonder if there will be added training for CPS workers on the new Guardianship requirements.
- ✓ I don’t feel that I have time – workload is too great.
- ✓ I was hired in May, 2010.
- ✓ Sometimes emergencies as well as court dates come up for CPS and unfortunately you are not able to attend offered sessions.
- ✓ I was down two workers and very busy last year during those times.
- ✓ I work ½ time so it’s hard to take that time to go to a refresher training, plus the times offered never seem to coordinate with my available time.
- ✓ I have not been with the Department that long.
- ✓ It is just too far to travel for a one day training. It would be nice if a refresher training could be offered in each region once each year.
- ✓ What is your definition of refresher course? Is it going over the CAPS screens?
- ✓ Just didn’t get the chance to take the course.
- ✓ I haven’t felt the need for refresher training.
- ✓ I was hired after the September dates, I have not received the first CAPS training as of yet.
- ✓ Work schedule and caseloads limit availability to attend class.
- ✓ Not enough spare time to spare from work to go.
- ✓ Policy training covers some changes. We also have regional meetings to discuss changes.

- ✓ I don't remember seeing a refresher course notice – but easily could have been not paying attention.
- ✓ Too far to travel for such a short training.
- ✓ Not sure CAPS refresher would be approved for my position although I use it a lot.
- ✓ I barely have time to breathe, eat lunch, get my cases done on time, paperwork done, etc. I certainly don't need or have time for CAPS training.
- ✓ Too hard to take time off away.
- ✓ I'm not certain that it would be beneficial...no doubt there is something I could learn but working half-time I never have enough time to get all my work done.

APPENDIX K – SURVEY QUESTION #12 COMMENTS

Do you feel knowing how the information that you enter into CAPS is utilized is important in helping you enter that information?

- ✓ It's used for federal auditing purposes, i.e. – permanency and services for children and families, helps determine numbers of kids in care, families served.
- ✓ It makes more sense why we input it if we know what it is used for.
- ✓ I think it helps clarify for the workers that the information is not just for them – there is a bigger picture out there.
- ✓ Federal and state level data reporting – tracking where children are, when they have been visited, payments for services.
- ✓ Sometimes when I don't have the information and I don't think it's pertinent to the case or situation, but it IS important for other users or programs.
- ✓ It makes more sense when entering the information when you know what the system is looking for and/or what is being evaluated.
- ✓ With the interface between screens it is very important to know why you are entering information and what screen will auto-populate.
- ✓ So others can see what we have done and are up-to-date on most current information.
- ✓ Need to provide specific information.
- ✓ I feel being able to accurately relate pertinent facts about our clientele allows us to better serve our community. Allows for federal and state funding.
- ✓ Helps to identify problem areas if data is correctly entered – helps in making positive changes for families.
- ✓ Helps ensure the user takes time to enter the correct data.
- ✓ Less frustrating when inputting information if I know it is useful.
- ✓ By knowing how the information is utilized it helps format how the information should be entered into the system so it is easily understood.
- ✓ Ongoing assessment of overall performance is important for best practices.
- ✓ So that we can enter the appropriate information needed by the Feds and others working to improve the agency and obtain funding needed to do our job.
- ✓ It helps make sense of what we are doing in the field.
- ✓ Shows me that the efforts I made actually have a point rather than just being “busy work.”
- ✓ A person will make fewer data entry mistakes if they are aware of the type of info that can go into each field.
- ✓ Knowing it is being used is an obvious factor. What is NOT obvious is that I would prefer to be a social worker rather than a data entry specialist.
- ✓ It is important to understand how all the information relates to each other and creates the big picture for Federal audits, policy changes, SSI, etc.
- ✓ Motivation for you to enter the info, if you know it makes completing a specific report easier.
- ✓ To make sure I am entering the most accurate info for what is needed.
- ✓ It helps us to know why the task is important and it also helps us to be able to target the most important bits of information to enter.

-
- ✓ To understand more about the information we gather as workers and where the information goes.
 - ✓ Data quality.
 - ✓ Knowing how it is used assists me in ensuring I am putting in adequate information on the topics required for the federal reviews/audits.
 - ✓ Helps you understand the importance of getting information entered in a timely fashion.
 - ✓ To know if I am entering the correct information.
 - ✓ Provides more motivation to get information entered correctly and in a timely manner.
 - ✓ Because it helps me to know deadlines and what I need to prioritize.
 - ✓ Would help me to make sure I get all info needed put into CAPS.
 - ✓ For tracking history on families and current events with them as well.
 - ✓ It's nice to know why it's so important. Extra motivation to be on top of things.
 - ✓ I would like to know how what I am doing could create issues in other programs so I can be aware to record information that both other managers and I can access.
 - ✓ Important to have current, accurate information.
 - ✓ If case is transferred to another worker all information is readily available and in court hearings.
 - ✓ Yes, in the aspect of the payments and the funding sources on how it affects SSI Unit, IV-E and Trust Accounts, Adoptions and Foster Care Services.
 - ✓ Yes – accuracy of information and meeting deadlines.
 - ✓ In fact I would like to be reminded of why it is important and which screens I should be using to keep the important info going in the right direction.
 - ✓ So we can make sure we do it right every time.
 - ✓ Knowing how the information is utilized does not help me in regard to entering it. I make sure what I enter is entered correctly.
 - ✓ Would help understand the critical aspects needed for every case.
 - ✓ It is very helpful to understand how the information is utilized so that I can enter and advise staff how to enter info to capture needed data.
 - ✓ Knowing that thorough information is helpful for your case and future cases regarding these children.
 - ✓ Helped in knowing what information is important to include in documentation.
 - ✓ Other individuals looking over CAPS only receive a snapshot of an entire case/client, it is important to be detailed.
 - ✓ Knowing how information is utilized does not tell me how to enter it.
 - ✓ If you are inaccurate, you create more work for others who have to fix them and you could jeopardize funding for foster care cases.
 - ✓ It is important for CAPS users to see where info is put in at a certain location but is used to populate other areas.
 - ✓ I use info in CAPS entered by other staff – from my perspective I don't believe some field staff understand that CAPS data is useful and critical. Having worked in the field I don't believe many field staff understand the importance of entering and updating information on CAPS or have any idea how many people use the information. In the big picture, keeping CAPS screens updated improves the quality of services and care the child receives.
 - ✓ It is just more logical if the sequence makes sense and it helps to follow the procedure through from beginning to end.

-
- ✓ It helps to make “sense” of it, therefore, do a better job of entering the data.
 - ✓ CAPS is relied upon for reporting to Feds. Wrong or missing entries is bad for funding.
 - ✓ It helps to make sure important information is included.
 - ✓ If understand why, more motivated to enter.
 - ✓ Gives me direction in how and what to put into CAPS.
 - ✓ Understanding that it has a purpose makes us more likely to enter specific/correct information.
 - ✓ Helps in understanding the CAPS system.
 - ✓ Central Office can track what we are doing for audits and to answer complaints.
 - ✓ It helps me understand that it is not just a waste of precious time.
 - ✓ The better understanding of the whole process and function thereof creates better data input and clearer transition information for a new worker.
 - ✓ Big picture.
 - ✓ So that I can ensure that I enter information that will be the most beneficial for the way it is utilized.
 - ✓ All the information in CAPS has importance as far as providing the best possible services and needs of those DPHHS clients.
 - ✓ You want the information to be accurate so there will not be any problems with the placement and/or payment process.
 - ✓ So I can make sure I know what info needs to be included.
 - ✓ Knowing why something is entered also helps in making certain the content entered is helpful, useful and pertinent.
 - ✓ It’s a job expectation and provides essential info for good case management.
 - ✓ So you are entering the correct information.
 - ✓ To help track progress in the life of the case and to assist with federal reviews.
 - ✓ So you understand how the information affects other areas, stats.
 - ✓ I try to be careful to be more clear so that other workers have the information they need.
 - ✓ You must know that the information is very important and used by many, many people working for CFSD.
 - ✓ It’s not clear how it’s utilized other than home visits.

APPENDIX L – SURVEY QUESTION #17 COMMENTS

Please rate the usefulness of these help resources using the following scale: 1 = very helpful; 2 = sometimes helpful; 3 = sometimes helpful, sometimes not helpful; 4 = not helpful at all; and 5 = don't use this resource.

Comments regarding the training materials:

- ✓ Have not looked at them in 10 years, utilize Carol Davis.
- ✓ I find I do a search for material when a new employee has questions it seems the staff don't know this site is available to them. Could do more training on the various training materials available.
- ✓ I have no reason to use this resource as I know all of the CAPS screens that I use.
- ✓ My training materials were from 1995 – other info used.
- ✓ Didn't know about this.
- ✓ Just have not accessed.
- ✓ CAPS manual is very hard to use.
- ✓ Great during training, but harder to use on your own.
- ✓ Not easy to access and look up.
- ✓ Dedicated time to spend in training is difficult to schedule.
- ✓ As a new supervisor I haven't had the time to break out my manual and learn more – I trust my people to help train me.
- ✓ Would be great to have a cross reference index or something to be able to look up topics rather than screens.
- ✓ The manual is very cumbersome and hard to follow.
- ✓ I don't think the CAPS training material that I have – rather old material – is very user friendly.
- ✓ I used the manual early on, but haven't seen any updates and I feel I am confident in my CAPS entry knowledge.
- ✓ I do better with a live person.
- ✓ I call the help desk. I do not want to spend my time searching for something that I can get an answer to in minutes.
- ✓ I keep the manual within easy reach for tasks I don't do very often.
- ✓ Mine are way out of date.
- ✓ Not intuitive. Does not tell me how to solve my problem or answer a specific question.
- ✓ Use other resources.
- ✓ Too outdated, my manual is from when we first started using CAPS.
- ✓ The training materials I have are very old and there is no index to help me find what I'm looking for.
- ✓ I have not had the training yet but have had access to a binder of info that is helpful.
- ✓ I have not done this training yet, so have not used this resource.
- ✓ There are often too many steps missing in the manual – it seems to assume specific comprehension exists beforehand.

Comments regarding the help desk:

- ✓ I don't normally run into a problem that my admin aide doesn't know the answer to.
- ✓ Haven't had to call yet.
- ✓ Always open to not only helping, but also taking the time to teach. I feel better equipped to use CAPS after each problem.
- ✓ Sometimes they refer to the other help desk before listening to my problem.
- ✓ I haven't really tried this resource.
- ✓ Can't say enough positive for the help and response and attitude even if the question I have is a dumb one the people are very patient and very quick.
- ✓ Always patient and helpful.
- ✓ Help Desk people sometimes appear short on patience.
- ✓ I have not attended the training yet – not aware of Help Desk.
- ✓ My co-workers can answer my questions.
- ✓ Timely in their responsiveness and supportive.
- ✓ Quick to respond.
- ✓ A lot of new people who really don't understand the system.
- ✓ Sometimes rude.

Comments regarding online help:

- ✓ Did not know it existed.
- ✓ Have not used in the past. I am sure Mary probably told us about the online help, but in the first two weeks and then MCAN we covered so much information. I will use the help now that I know it exists.
- ✓ Do not know how to access.
- ✓ Did not know of this resource.
- ✓ Many items only contain screen help – not field help.
- ✓ Not used.
- ✓ I have not needed to use this.
- ✓ Time factor – when I encounter a problem I need to resolve it quickly so I can move on to the next task.
- ✓ Asking co-workers, supervisor, help desk usually helps me problem solve before online help is necessary.
- ✓ Haven't used it, that's all.
- ✓ I prefer to talk to a live person.
- ✓ Have never used this resource and don't know how.
- ✓ Was not aware there is a CAPS online help.
- ✓ Never seem to think about F1.
- ✓ Forget it is an option.
- ✓ Didn't know it was available.
- ✓ Never had a need for this.
- ✓ I have never used this.
- ✓ Do not use just call Help Desk.
- ✓ Have never tried to use it.

- ✓ I don't know where that is.
- ✓ I have not used.
- ✓ I just call the Help Desk and they are able to solve my problems.
- ✓ Confusing to me.
- ✓ I don't know how I guess I usually can figure it out with the help of the other two options (help desk and training materials.)
- ✓ I have not used the online assistance, but have sent fix requests through email.
- ✓ Didn't know about this.
- ✓ I have never used this.
- ✓ Haven't had to use yet.
- ✓ Do not use – other forms of communication result in timely receipt of information. Help button does not answer questions I have most times.
- ✓ Didn't know about it.
- ✓ I never remember it.
- ✓ I use the help desk – it saves me time.
- ✓ Do not have good knowledge of program, so takes too much time.
- ✓ I haven't needed to use this.
- ✓ I would rather get help immediately.
- ✓ Probably should use, just have not.
- ✓ How do you access this again?
- ✓ I forget that this resource is available.
- ✓ I have not used the online help – I just call the help desk.
- ✓ Have not used this resource as the help desk always is available.
- ✓ Usually refer to the other help.
- ✓ Don't think about using it – don't know anyone who does.
- ✓ I have not used this service as of 1/11/11 – I must assume the service is as well as the others.
- ✓ Not aware of this.
- ✓ I like to talk to someone.
- ✓ I was not aware it existed.
- ✓ My co-workers can answer my questions.
- ✓ Never felt the need for it.
- ✓ Not specific enough.
- ✓ I didn't realize it was available.
- ✓ Sometimes this is the quickest way to access info.

Comments regarding the training website:

- ✓ Did not know it existed.
- ✓ I have not used this.
- ✓ Not used.
- ✓ I didn't realize it was available.
- ✓ Did not know it was available.
- ✓ I usually find answers elsewhere.
- ✓ Hard to locate.

- ✓ Have not used in the past. I am sure Mary probably told us about the website, but in the first two weeks and then MCAN we covered so much information. I will use the website now that I know it exists.
- ✓ Unaware of site and have never utilized.
- ✓ Takes time to do the training. Hard to devote necessary time.
- ✓ Asking co-workers, supervisor, help desk usually helps me problem solve before online help is necessary.
- ✓ To be honest, I forget about this resource.
- ✓ Do not use.
- ✓ Did not know of this resource.
- ✓ Haven't used it, that's all.
- ✓ Never had a need for this.
- ✓ I need to use more often.
- ✓ Was not aware there is a CAPS training website.
- ✓ Too confusing and cumbersome.
- ✓ Forget it is an option.
- ✓ The times that I've tried to use this website the information I needed help with wasn't there.
- ✓ Have not used.
- ✓ Didn't know it was available.
- ✓ Never felt the need for it.
- ✓ Have never tried to use it.
- ✓ I have never used this.
- ✓ I have not used.
- ✓ I don't have any questions that warrant a whole training. They are usually case specific.
- ✓ I have not had to use this resource as my book has answered all of my questions thus far.
- ✓ I haven't looked at this since training.
- ✓ I don't know how I guess I usually can figure it out with the help of the other two options (help desk and training materials.)
- ✓ Forget that it is there.
- ✓ Didn't know about this.
- ✓ Haven't had to use yet.
- ✓ Was aware that this existed, but not aware that I can go in and use at any time – thought it was associated with training sessions.
- ✓ Forget it's there.
- ✓ I never remember it and I don't have time to spend a lot of time digging through a website to find my problem and then to dig around for a solution.
- ✓ Get info quicker by talking to help desk, than looking through material on a website. Instant access to info on the phone while still actively in the program area that I am having problems with.
- ✓ Probably should use – just don't.
- ✓ Didn't know about it.
- ✓ Never used it.
- ✓ I would rather get help immediately.
- ✓ Again, have no knowledge of program and not enough time to learn and implement.

- ✓ Problems usually solved through co-worker and other information.
- ✓ Same as above – I forget it is there.
- ✓ I forget that this resource is available.
- ✓ Use this occasionally.
- ✓ I have not needed to use this resource.
- ✓ I use my CAPS training manual instead.
- ✓ I like to get an answer quickly , not have to search, just reach out.
- ✓ Not enough time to go into the training website.
- ✓ Was unaware of this resource.
- ✓ Don't think about using it – don't know anyone who does.
- ✓ I never use the CAPS training website because I forget that it is there.
- ✓ I usually am able to find help in person or on the phone before I need to use this option.
- ✓ I have not used this service as of 1/11/11 – I must assume the service is as well as the others.
- ✓ Not aware of this.
- ✓ I have not used this resource as of yet.
- ✓ I was not aware it existed.
- ✓ My co-workers can answer my questions.
- ✓ I haven't needed to use this.

APPENDIX M – SURVEY QUESTION #19 COMMENTS

In the space below, please feel free to add any additional comments regarding CAPS training, the CAPS system, or any general comments:

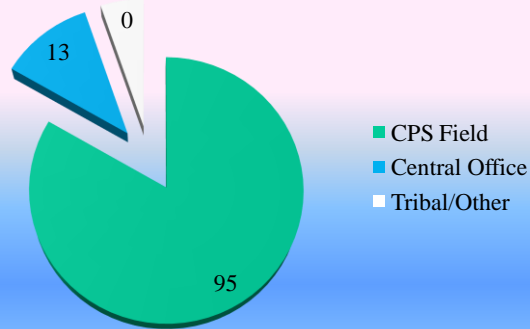
- ✓ The information that I do not use at this point due to lack of experience will change as I become more aware of what the program can and will do for me. Being a newbie is a default in this system.
- ✓ I think a new employee should attend an “overview of the CAPS system” training and learn intake screens. Then mid or end of CAN training should get the “ongoing” part of the training, then the following year be able to attend a full CAPS training that goes through everything...or have a choice to go to the full CAPS training or the advanced training. It is a complicated system – I am still learning things about it and about things I missed my first time through. I have been here two years.
- ✓ I have always appreciated the CAPS help desk people and have found them courteous and knowledgeable.
- ✓ I think Mary rocks and she is the best trainer there is! She is helpful outside the training sessions as well.
- ✓ Some information is frustrating when you have to enter it more than once, such as you input a person and then are told there may be a match after you had already looked and when you look again you have lost the information you have already put in.
- ✓ I would like the one-day trainings to be held around the state - same for the training for intake and ongoing screens. I am aware of some of the screens used for AFCARS and NCANDS but forget which screens cover which errors.
- ✓ It took me a long time to feel comfortable with CAPS. I think it would be helpful to have one person in each office who could spend some time with new hires doing hands on CAPS entry.
- ✓ In general, CAPS isn't that difficult to use. I wish there were reminders though because there are times that I am not sure what screen I need to do or if there is a screen I should be doing.
- ✓ I think CAPS is well maintained, well managed and fairly easy to navigate.
- ✓ When I took the training I found Mary to be very informative and great at her job. Made it interesting to do. Thank you.
- ✓ Margaret Jennings is extremely helpful and appreciates the work we do.
- ✓ I have been utilizing the CAPS system since it was initiated and find that the training and help have greatly enhanced my ability to enter data appropriately. The persons who are contacts for help respond in a very professional and helpful manner.
- ✓ Some of the stuff I answered “no” to is because I don't use it in my job. I don't have any questions about how to do the stuff I know how to do and there is nothing I need to do and don't know how to do it.
- ✓ I stopped asking for any training when I was told that I had to pay for all expenses out of my pocket. If this job requires training it should cover all expenses for training. I put in for two different trainings in 2010, never heard back so I didn't go and will not ask for training again.
- ✓ I do think it would be helpful to have a refresher course or at least someone to hit the highlights on required or important screens and their purpose as far as federal money.

- ✓ Mary Reynolds is great.
- ✓ Some social workers need the refresher course desperately and others do not. I have various screens I fill in constantly but occasionally am asked to do others. Then I have trouble and usually ask a co-worker.
- ✓ I am unsure of the training materials for CAPS, but if there is an online option for training I think that could be useful to some employees. I work two jobs and am unable to travel to Helena for the days of training. I have done some training using WebEx which seems to work rather well. I am not sure if this would be an option, but it has worked great for me at other jobs and is a lot easier to schedule around since I can do it from my desk. Just something to think about.
- ✓ It'd be nice for our comments and suggestions to start taking affect on CAPS. It's not the greatest system in the world and I sure as heck don't want a refresher course on it or any additional training. I learned all I need to know on it from first-hand experience during my first six months on the job. I then was forced to attend the advanced training and learned maybe one new thing. That's fine to require brand new workers to attend CAPS training but any others that have been put to work and have cases and are unable to get to CAPS until six or so months later, please have mercy on them and just allow them to complete CAPS advanced, if anything at all.
- ✓ For question #7, I marked "not interested" because I am a rural worker and already do both.
- ✓ Hi Mary, your Bobcats did well this year. Even I have to admit the quarterback is an outstanding athlete – although it pains me.
- ✓ People seem to forget quite frequently that rates are posted on the CAPS training website. Could those pages be put on a different page? "Training" doesn't quite fit the description for the kind of information being looked for.
- ✓ I have ALWAYS wanted to see a "color designation" for OPEN and CLOSED referrals on the RRRL screen. Same color used for all comments/designations on these screens can lead to statuses being missed or forgotten if ALER is not checked or supervisory review is not done as needed. Thanks for this consideration...I won't hold my breath.
- ✓ I usually email the CAPS help desk and have found them to get back to me quickly and resolve issues or make changes.
- ✓ I've been using CAPS for over two years and I still can't figure it out. Very few of the screens follow through by providing information that takes me to the next step and I'm just supposed to know. So it's not enough to try to remember voluminous policy, but have to try to remember where to go in CAPS also.
- ✓ In my position, I seldom use CAPS, therefore, when I do go to use it, I have issues finding the info that I need.
- ✓ I was unaware that the new CAPS codes for TLS were how you were measuring services and not the ACTD. Seems then like doing a lot of double or triple documentation.

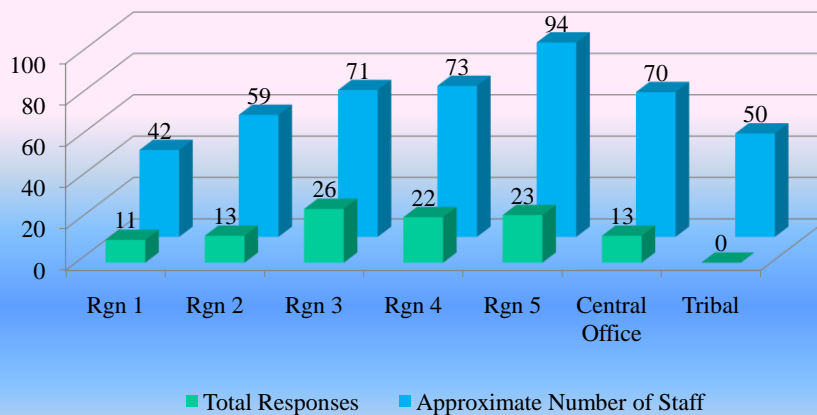
APPENDIX N – SURVEY STATISTICS

Total Returns

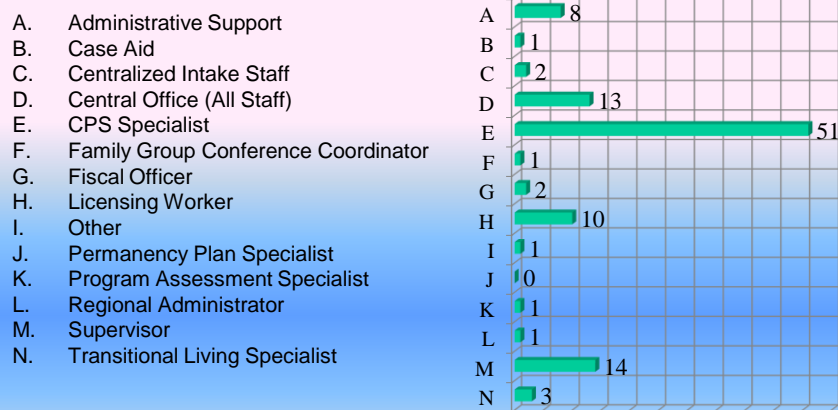
- 108 responses were received for a total return of 23%.
- Approximately 460 workers with Child and Family Services (Field and Central Office staff), Tribal and Contract Agencies received an invitation to complete a survey.



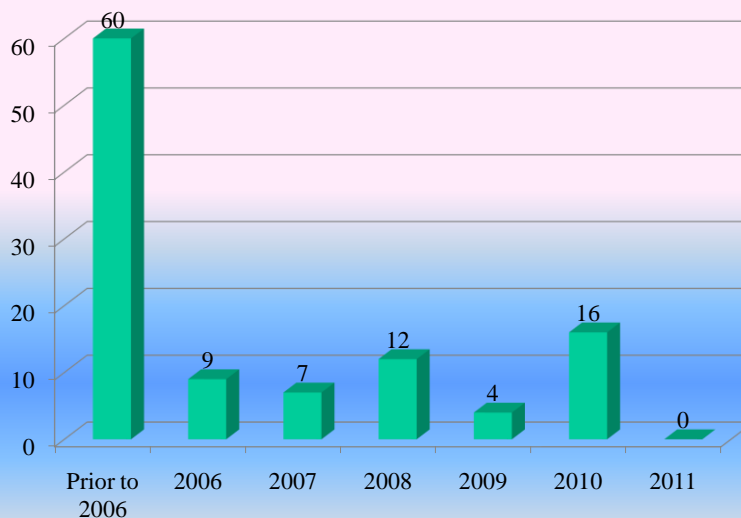
Physical Location of Workers



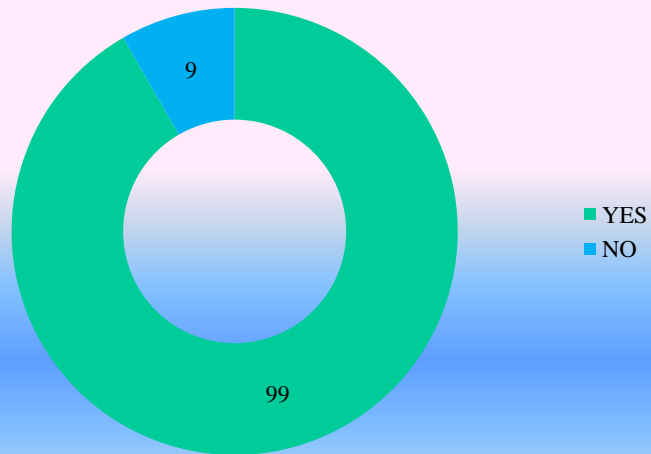
Staff Type of Workers



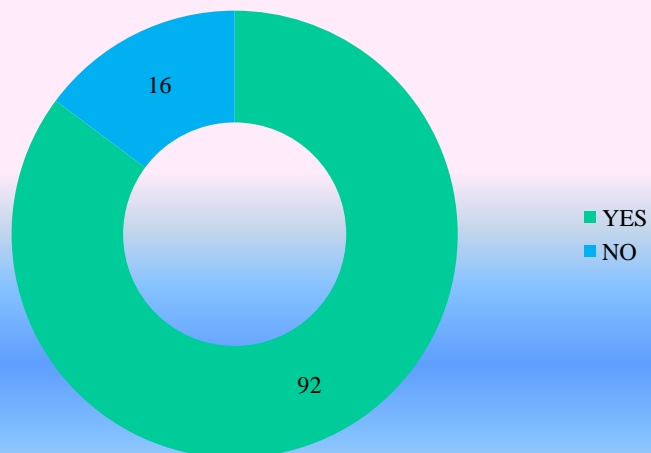
Year of Hire of Workers



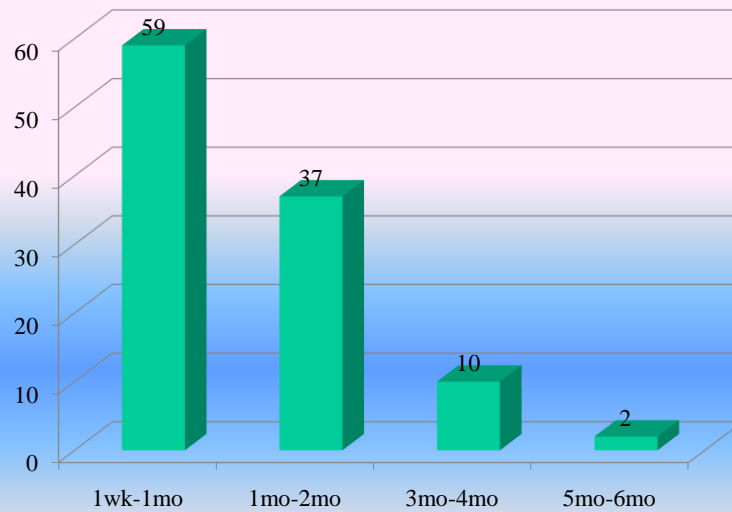
Q1: Do you know how to register for CAPS training sessions?



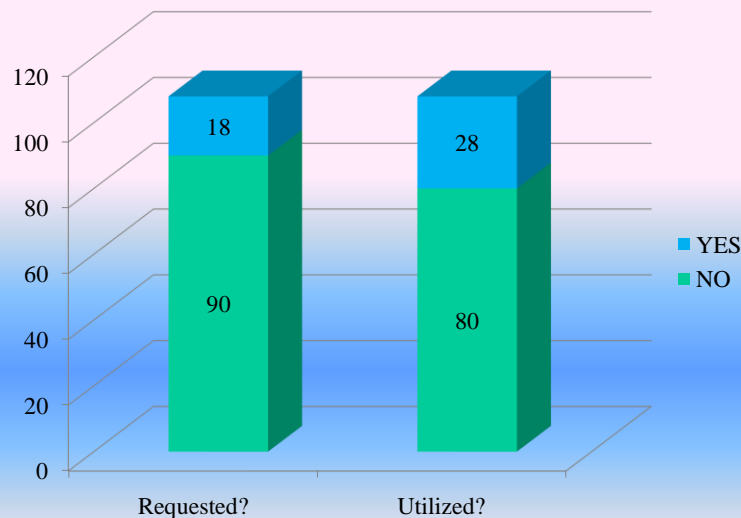
Q2: Child and Family Services policy states that new employees are required to attend CAPS system training within six (6) months of hire. Were you able to attend CAPS system training within that timeframe?



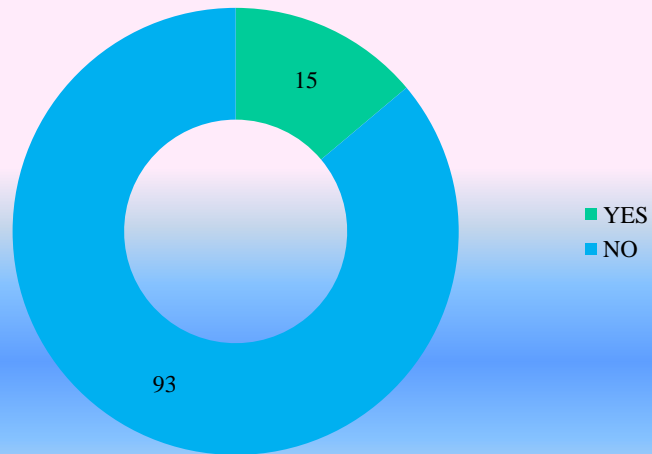
Q3: How long do you feel a worker should be at their job prior to attending CAPS system training?



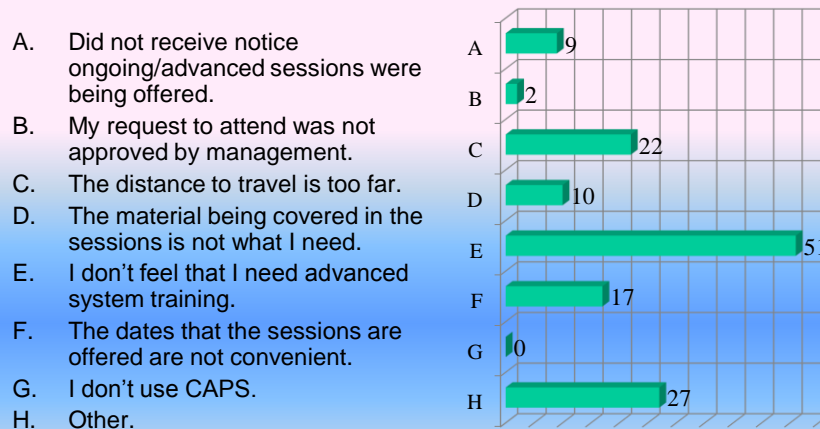
Q4: Training on other programs such as Word, Excel and Outlook are available via the DPHHS OURS website and other means. Have you requested or utilized this training?



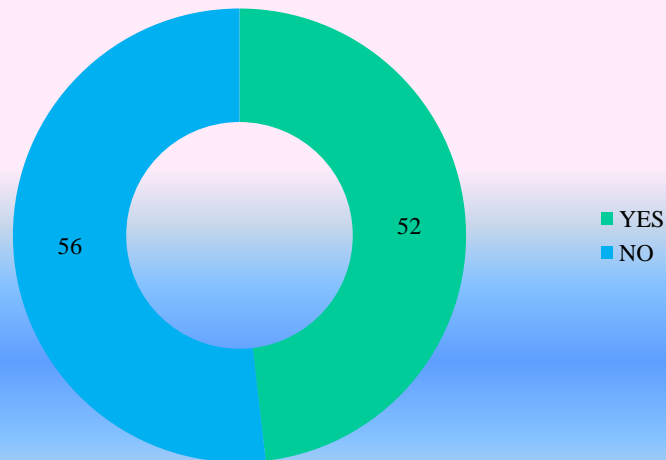
Q5: All employees are offered ongoing/advanced CAPS system training. Have you ever attended an ongoing/advanced CAPS system training session?



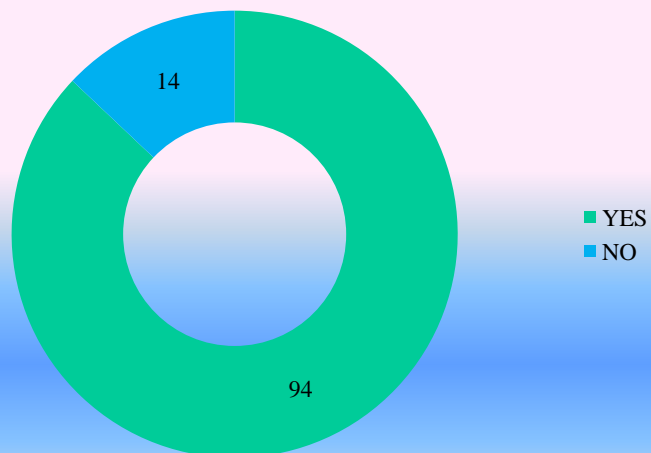
Q6: During 2010, ongoing/advanced CAPS system training sessions were offered in Helena. Please identify the factors that prohibited you from attending these sessions and that could potentially prohibit you from attending future advanced training sessions.



Q7: If abbreviated CAPS training was to be offered on just “intake” or just “ongoing” information, would you be interested in this training?

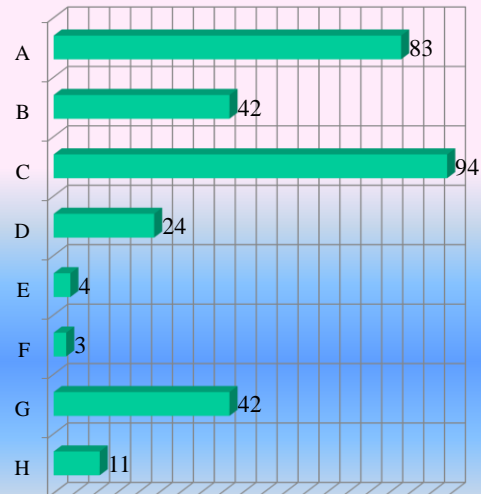


Q8: When there are policy changes that result in changes in system use, would you like to see the CAPS changes co-presented during annual policy training?



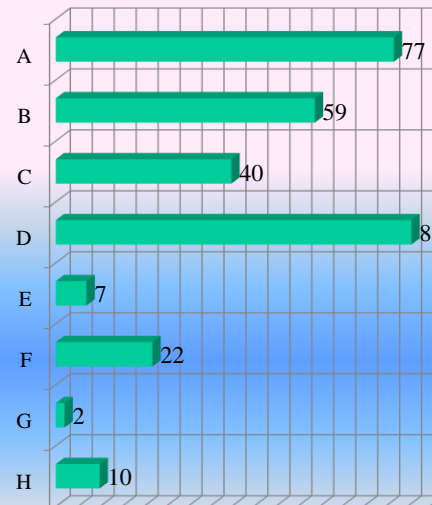
Q9: When you experience CAPS system issues/problems, who do you contact or where do you go to get help?

- A. A co-worker.
- B. My supervisor.
- C. CAPS Help Desk.
- D. CAPS Computer Systems Specialist.
- E. CAPS Liaison.
- F. Program Office.
- G. CAPS Training Guide.
- H. CAPS Training Website.

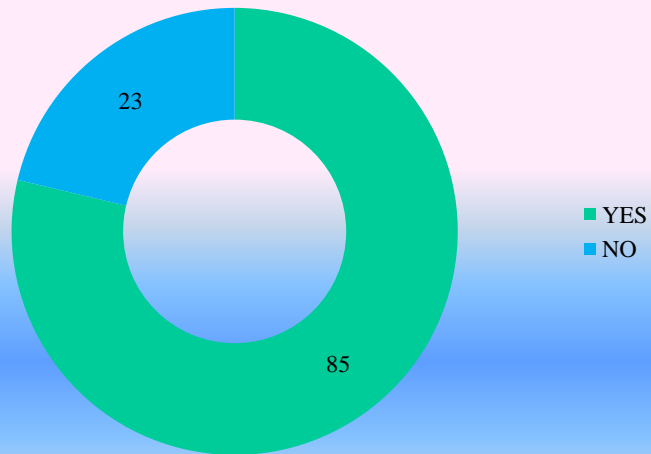


Q10: When you create and/or notice data entry errors in the CAPS system, what do you do to correct them?

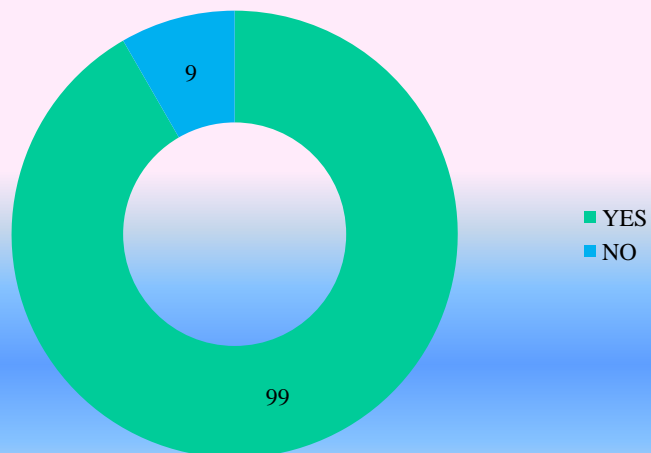
- A. Try to correct the problem myself.
- B. Ask a co-worker for help correcting the problem.
- C. Ask my supervisor for help correcting the problem.
- D. Call the CAPS Help Desk for help correcting the problem.
- E. Call the Program Office for help correcting the problem.
- F. Call Margaret Jennings-Jeffrey for help correcting the problem.
- G. Ignore it if the error was created by another worker. It's not my problem.
- H. Ignore it unless it is causing me to not be able to enter other information.



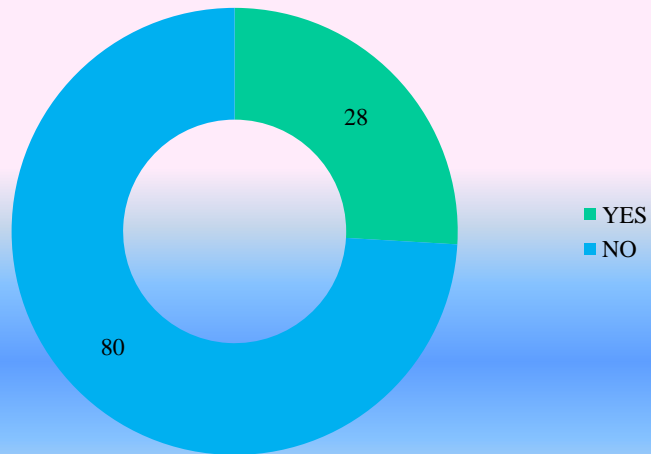
Q11: Have you ever been informed of, or are you aware of, how the information you enter into the CAPS system is utilized?



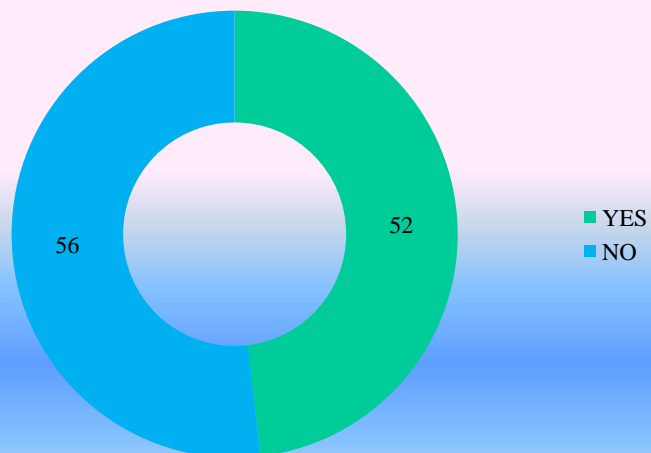
Q12: Do you feel knowing how the information that you enter into the CAPS system is utilized is important in helping you enter that information?



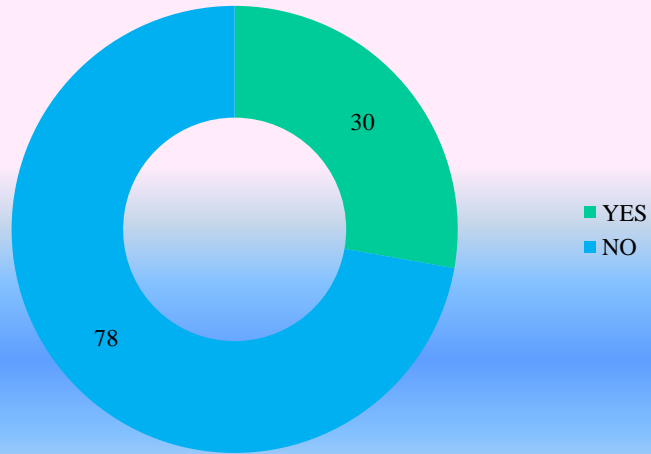
Q13: Do you know which screens and data in CAPS affect NCANDS (National Child Abuse and Neglect Data System) reporting?



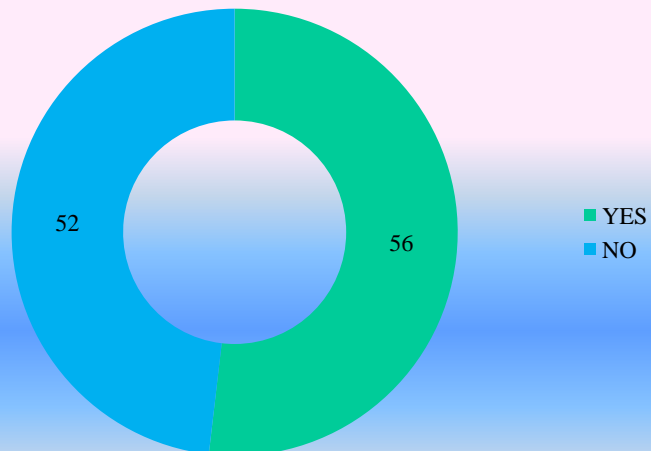
Q14: Do you know which screens and data in CAPS affect AFCARS (Adoption and Foster Care Analysis Reporting System) reporting?



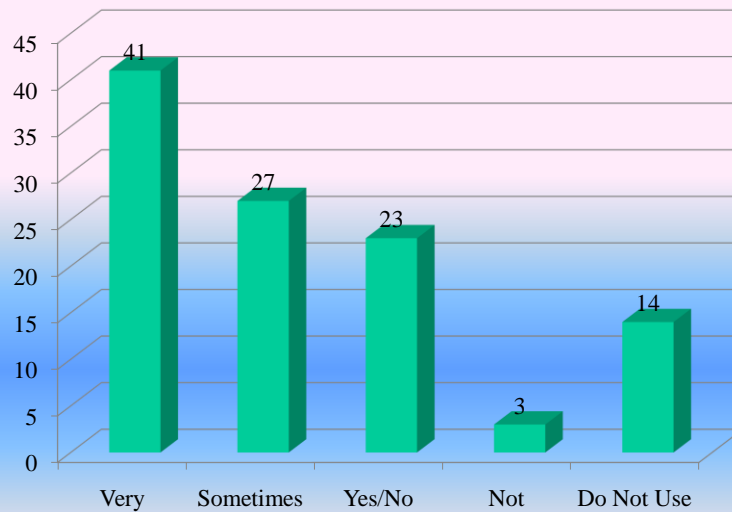
Q15: Do you know what screens and data in CAPS need to be completed when supervising an out-of-state client?



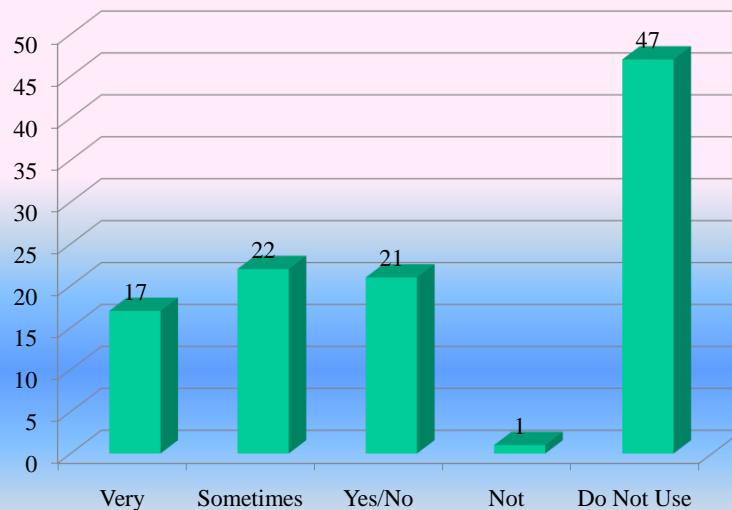
Q16: Have you been made aware of what issues have been identified as needing improvement, and how to make these improvements with your CAPS data entry for the CFSR PIP (Child and Family Services Program Improvement Plan)?



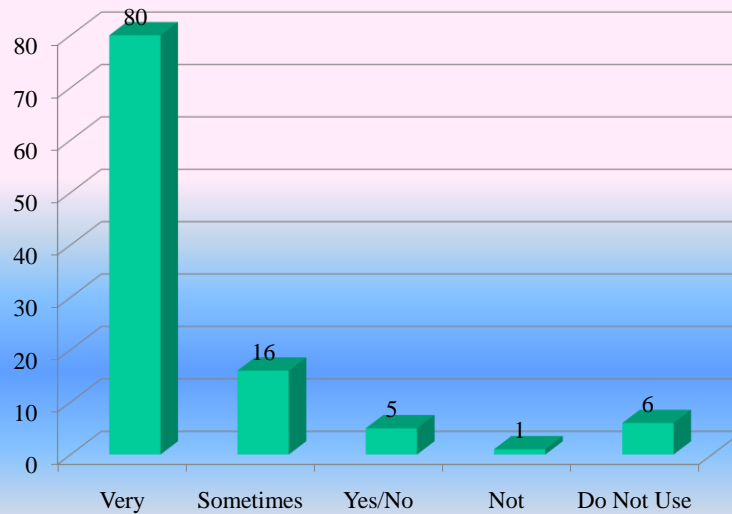
Q17: Please rate the usefulness of the **CAPS training materials** using the following scale: 1=very helpful; 2=sometimes helpful; 3=sometimes helpful, sometimes not helpful; 4=not helpful at all; 5=don't use this resource.



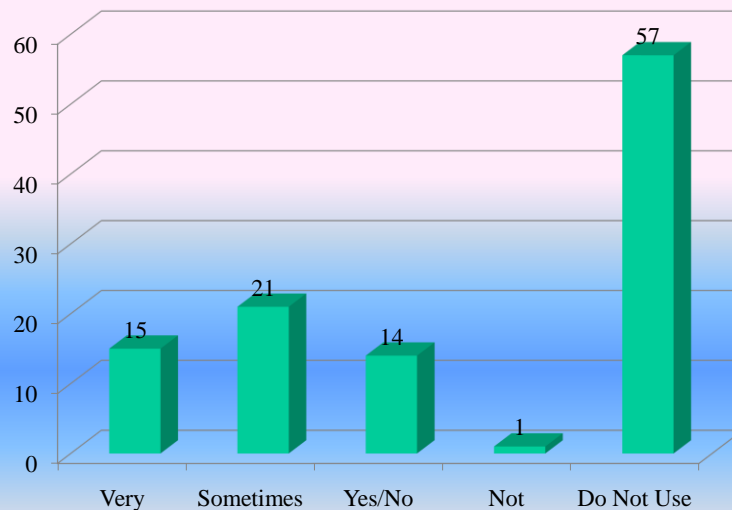
Q17: Please rate the usefulness of **CAPS online help** using the following scale: 1=very helpful; 2=sometimes helpful; 3=sometimes helpful, sometimes not helpful; 4=not helpful at all; 5=don't use this resource.



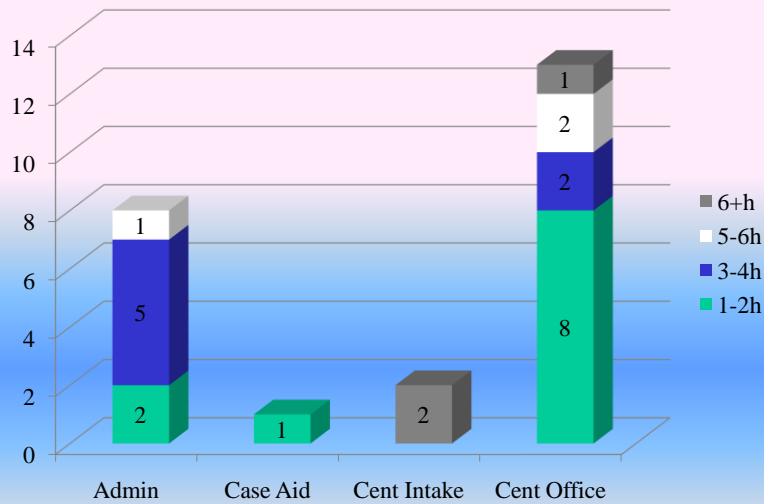
Q17: Please rate the usefulness of the **CAPS Help Desk** using the following scale: 1=very helpful; 2=sometimes helpful; 3=sometimes helpful, sometimes not helpful; 4=not helpful at all; 5=don't use this resource.



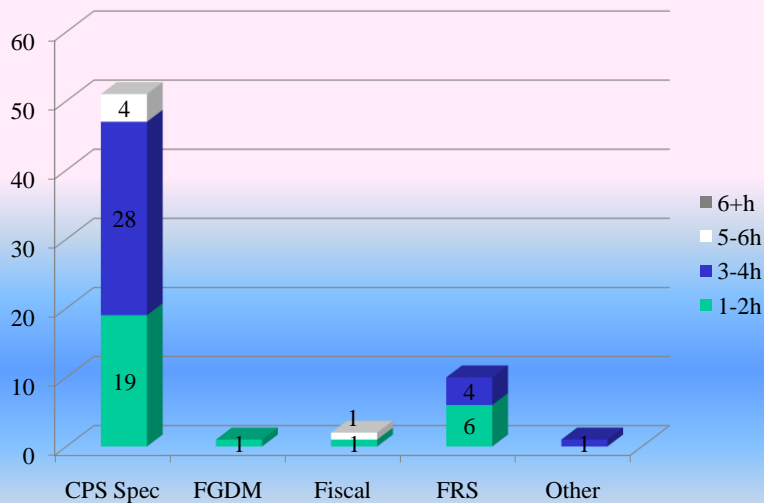
Q17: Please rate the usefulness of the **CAPS Training Website** using the following scale: 1=very helpful; 2=sometimes helpful; 3=sometimes helpful, sometimes not helpful; 4=not helpful at all; 5=don't use this resource.



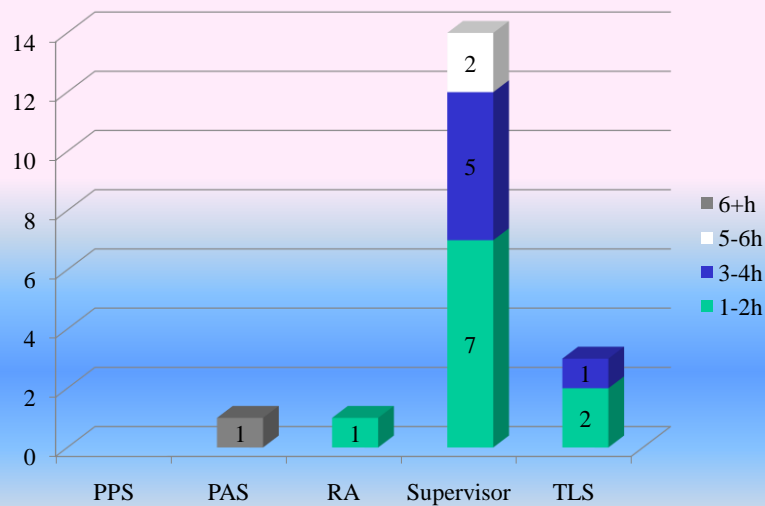
Q18: How many hours of your work day would you say you spend entering/accessing information in CAPS/DocGen (on average)?



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Q19: Currently, the CAPS training website contains such information as the training schedule, training guides, screen guides, system documentation and links to other department websites. How often do you access the CAPS training website?

